

# Public Libraries

(MONTHLY)

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No. 4

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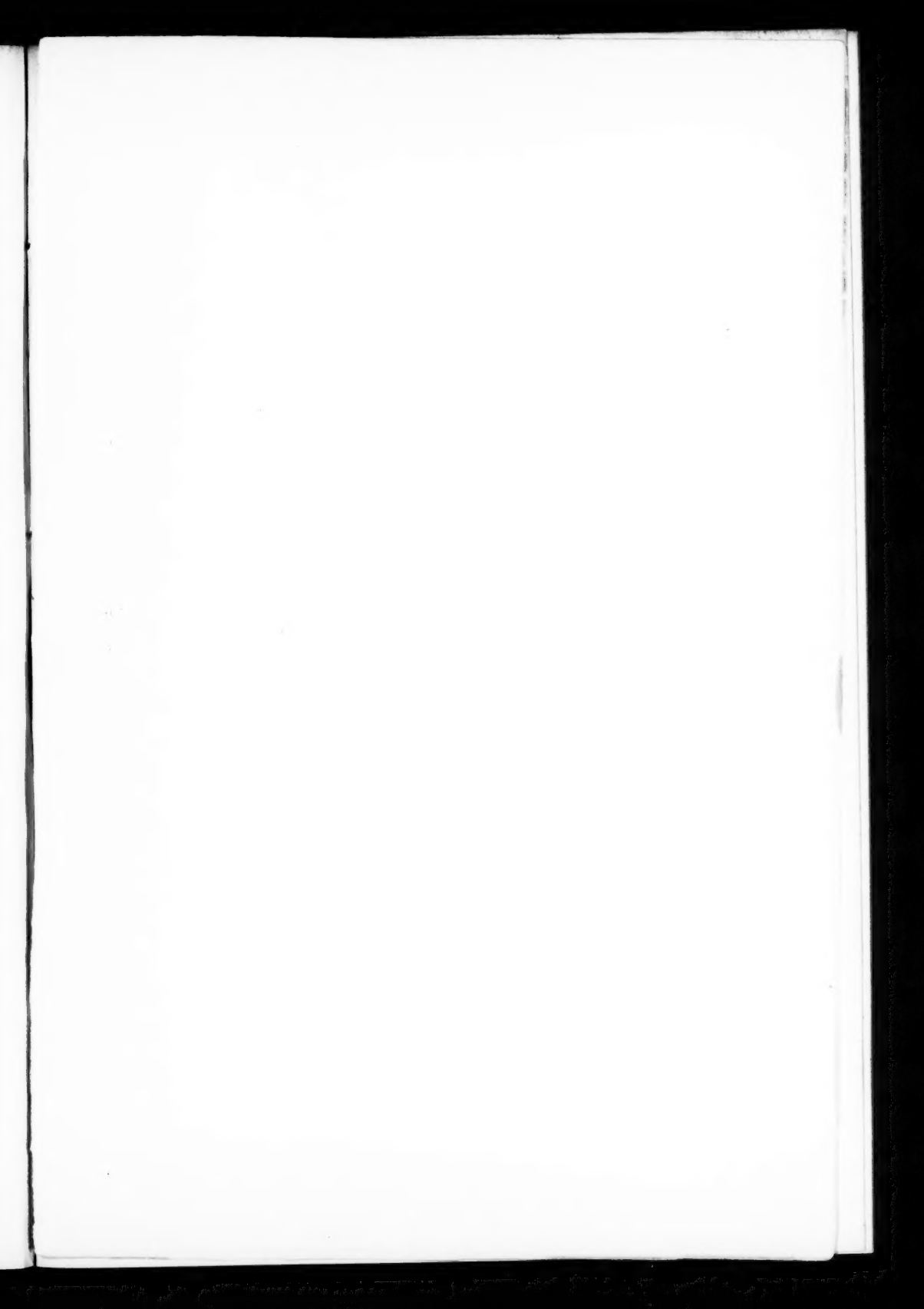
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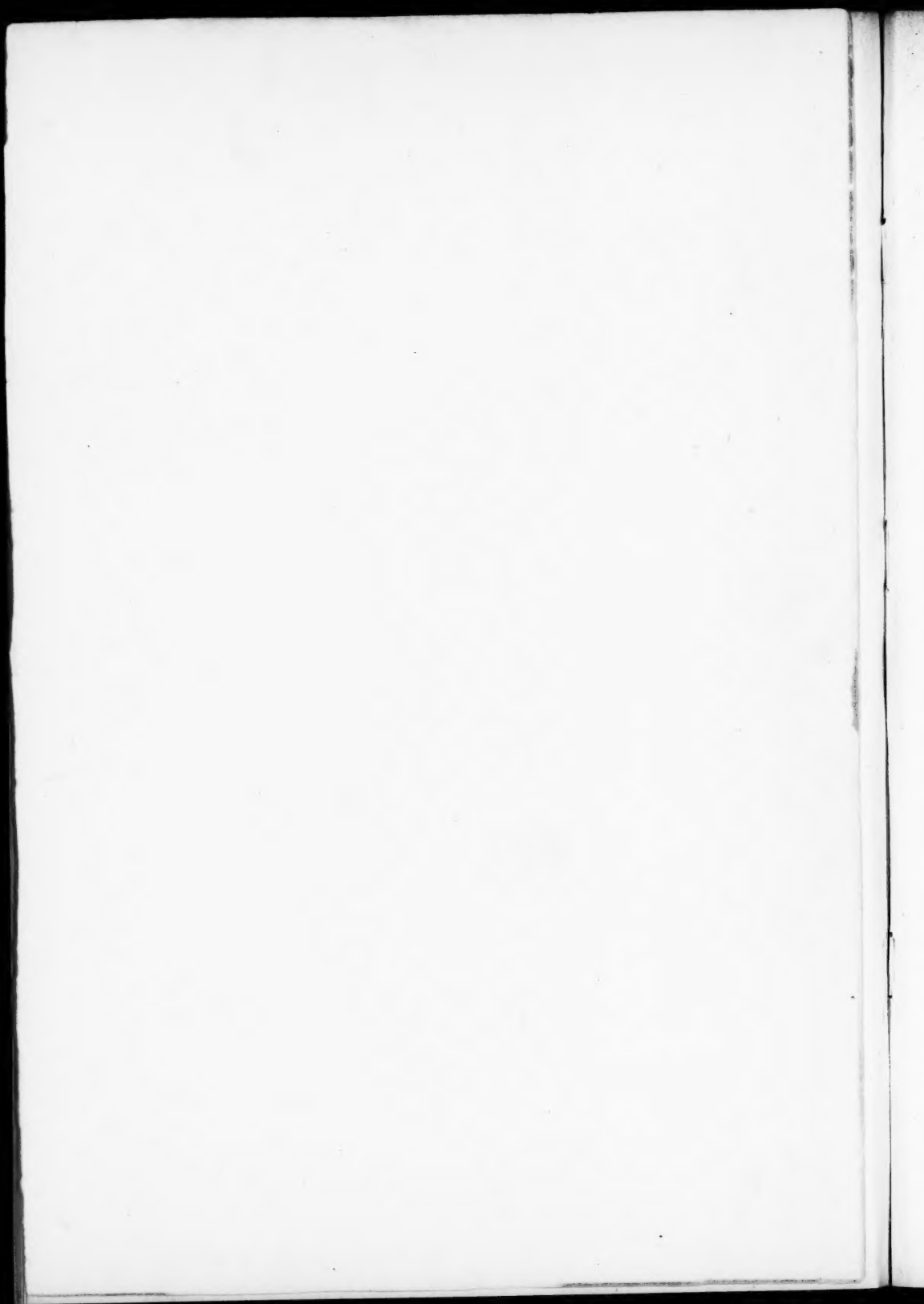
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# Public Libraries

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## Collecting for the Future

H. L. Koopman, Brown university

### II

It is obvious that a library may specialize in two ways, by itself becoming a special library, or by taking on a specialty. Of the former class our historical society libraries are good examples, though the Surgeon-general's library affords our most shining instance of library specialization. Of the latter class Cornell university library, with its magnificent Dante collection, may stand as typical. Let us note the success with which these two classes of libraries collect for the future. They both live up to the old Roman motto, Divide and conquer. The British museum was 110 years old, but it took the Surgeon-general's library only 20 years to surpass it in one of its most important departments. As regards accessibility, moreover, especially on the side of its catalog, the superiority is overwhelmingly with the American library. It is easy to see the advantages of a single aim in library management, and the correlative advantages of enlisting the support of a public interested in the entirety of the library's aim. Without the support of the medical men of America the Surgeon-general's library would never have attained to its splendid completeness.

The special libraries of the other class face the problem in a somewhat different way. They start and continue as general libraries, but chance or choice leads them to specialize in one or more

directions along with their ordinary growth. They have not all the advantages of the purely special libraries; but they are even more important factors, I believe, in the solution of our problem of collecting for the future, because these libraries can be as numerous as the existing general libraries, while the separate special libraries must be few, if only because few specialties are important or extensive enough to warrant an individual existence. But any library, large or small, can take on a specialty, and by this process, like the clothing of the cliff in Björnson's story, the whole expanse of human knowledge can ultimately be covered. It is for the interest of the colleges and larger reference libraries to look out for the learned and technical specialties; but the smallest and most obscure country library can build up its own special collection, and win the gratitude of posterity by handing down precious material that otherwise might have perished.

Half a century ago a demagog abhorred by all the "best people"—he was in fact a renegade from their ranks—was going up and down New England stirring up sedition. I remember as a boy hearing how he came to the little town in Maine where I was born, secured the use of the town hall, built the fire himself, and spoke to an audience of half-a-dozen, among whom was my grandfather. If the village of Freeport had possessed a public library with a specialty of local material, we should now be able to find among its archives the handbills or posters which gave no-

tice that on such an evening the townspeople would be addressed on the subject of slavery by Wendell Phillips.

The preservation of lecture handbills, theater and circus announcements, may appear to some of us as running specialization into the ground. But such flying leaves may preserve the record of the appearance, perchance the first appearance, of some afterwards world-renowned star or attraction. The intensely local application of this usage offers less occasion for such criticism than would appear if the National library at Washington should undertake to collect on the same scale for the whole country at once. The latter attempt, with any appliances that we have at present, would speedily break down; but the system I am advocating offers no difficulty insurmountable by patience, and has the priceless advantage of keeping the material in the midst of the very community which values it most. The librarian need not even take the trouble to catalog or in anywise to record this fragmentary material. If he will only put every year's accumulation into a bushel basket or a dry goods box, and keep it out of the way of mice, labeling it simply Miscellany of 1901, and so on, I am sure that his successor in the next century year will forgive him all his sins of commission.

As regards gathering and attracting local material, the advantage is immensely on the side of the local library. But the most and greatest departments of human interest are not local. For them would it not be better to have in every section of the country, like New England, one large library, which shall combine all the special collecting, other than local, which would else be scattered over 100 cities and towns? It might be if it could be accomplished, and, with the Boston public library before our eyes it is rash to doubt—yet I believe the scattered specialties will be found easier to establish and maintain, while with the readiness of communication that we have a right to expect of the future, the problem will offer no difficulty.

A few words in regard to the genesis of these special adjunct libraries, and I shall conclude. These collections have usually had their origin in individual hands, and have come by gift or bequest to the general libraries finally possessing them. The Riant collection on the Crusades, which has just been presented to Harvard, and the Ticknor library of Spanish literature, which has long been one of the treasures of the Boston public library, illustrate respectively these methods of acquisition. This branch of our subject is a fascinating one, and it is hard to leave it without some detailed reference to the many and valuable American collections thus founded. What could be more charming than the carefully selected group of a few hundred volumes illustrating the dialects of Germany, given to Bowdoin college by the late Rev. Mr Guild; or what more important to American scholarship in the departments of historical and bibliographical research than the great Lenox library, built up by the foresight and energy of one man, which now forms one of the foundations of the New York public library? But I must hasten to the object for which I have introduced these private collections, and that is that I might make an appeal, not so much for the founding of these collections, though this I strongly urge, as for a wise disposal of them with reference to the future. It pains me to see a splendid unified collection brought under the hammer, for such a collection as a whole is vastly more valuable than the sum of all its parts. Such a regrettable dispersal—except from the point of view of its rivals—is that of the McKee collection of American poetry and plays sold in New York this winter. The scattering of even a great general collection is no loss to the world at large. The volumes go to the strengthening of other collections. But the entirety of a special collection is something often unreplaceable and always precious; and the dispersal of such a library may leave the world without any one equal collection on the subject.

I plead, therefore, for the bestowal of private collections in special lines upon permanent institutions. If the collector is not able to give, or, with reference to his family, to bequeath his precious volumes, then I appeal to generous wealth to make the gift. Through the liberality of Frederick Billings the library of George P. Marsh is made for generations a center of culture at the University of Vermont. There is no other way so easy for a wealthy man to earn the blessings of a future that seems destined to scrutinize riches more and more sharply, than by securing to that future such an intellectual heirloom. But I have a further suggestion of prime importance to make in regard to the manner of such bestowal. Most special libraries, like all general libraries, have no natural limit to their growth. Gen. Hawkins' collection of the first books from the earliest presses has theoretically such a limit. But for the most part special libraries require to be kept up to date. Here has been a great mistake on the part of many givers of collections. They have not provided a fund for the maintenance of the collection, nor, what might have been done in many cases, have they in default of this made proper maintenance a condition of the gift. I recommend the terms of Mr Ticknor's bequest to the Boston public library as a model for universal imitation. Certainly if an accompanying gift of money be out of the question, then it seems not too much to ask that an institution receiving a valuable special library shall maintain its value at the level at which it was received, that is, by keeping the collection up to date.

Undirected mental energy is like lightning—there is no telling where it will strike—but it is pretty certain to do damage wherever it does strike, and the more brilliant it is the more dangerous. On the other hand, well-directed mental energy is like the electricity of a dynamo, the most powerful and useful of known forces.

Half the crime in the world is the result of active but undirected minds.

## To the Normal School Librarian Who Needs It

J. F. Daniels, State Normal school, Greeley, Col.

### Chapter I

This is written in the belief that a library is the greatest thing in a school and that a school which has not a good library is working under difficulties.

There are many aspects of the whole normal school library problem, and it is not easy to select a point of view in discussing the subject. Of course the matter reduces itself very quickly to service, or meeting demand in an active way; but that is rather an indefinite statement concerning the function of any library.

The great obstacle to usefulness and active service seems nearly always to be just plain poverty, and is universal in libraries.

The good librarian who is professionally competent seems always anxious to enlarge and quicken the life of the library just a little beyond the resources in sight, and I am not sure that it is unwise to do so. In fact, I am so absolutely incompetent (as they say in court) to discuss financial difficulties, that I shall pass the matter of poverty with a few statements concerning the money of normal school libraries, as I have learned from here and there.

There is no usual source of income; some get fees, some receive a little of what is left from the maintenance fund, and a few draw breath under the college plan of using a stated amount of money for the purchase of books for each department of the institution. There is no endowed normal school library in America that I know, and there is no way, other than charging for instruction or service (the fee system), by which a library may earn money.

The total expenses, including salaries, range from a few hundred dollars a year to about four thousand. An efficient normal school library for 300 students and a training department needs \$10,000 a year, and is worth the money.

Increased service in a library requires

an increased ratio of salary and equipment to the amount of accessions; that is, a library with an income of \$4000 may spend about \$1000 to \$1500 for accessions, and a library with an income of \$10,000 may spend about \$3000 for accessions. The equipment, salary, binding, repairs, printing, expansion, and such items, grow enormously as the income increases, and it would require rare economy to set aside \$3000 for accessions from an income of \$10,000 a year, where good service is given.

A great deal of money is wasted on what we call cheap help; cheap labor is very expensive in a library. A great deal is wasted in cheap binding, and a trifle, now and then, in expensive bindings; some normal school libraries avoid binding altogether and have small junk heaps lying about, overhead and underfoot.

The principle which gave birth to the saying that, You must cut your coat according to your cloth, has worried many librarians in normal schools, who have had ideals.

It is not the office of a library to conduct a productive industry, in the market sense of that term, and it is not easy to make the people believe that a library needs much money. Boards and administrations are not altogether unregenerate and lost; the people are slowly getting into line so that the light strikes them fairly well; but the fact yet remains that if the people were requested to march to the polls to vote for free slippers or for free libraries, the slipper faction would carry the day and neither would care very much about the payment of the bill, because, you know, it's free. There are free lunches, free premiums, free rides, free text-books, free lectures, free concerts, free libraries—everything free in the Land of the free. Free soup, free coal, and free medicine sound like outdoor relief, and most decent people prefer to buy groceries and provisions, or are too proud to let the neighbors see the relief wagon.

It is cheaper to go to school nowadays than to work for a living, and requires less effort to graduate from a nor-

mal school or from Harvard university than to rise from the \$10 a week class in the mercantile world of Chicago. It is easier to do chores in Cambridge than to sell goods in a department store in Chicago, and the living is just a little in favor of Cambridge. They pay more for the time in Cambridge.

It is not strange that the young people are finding out that going to school is a good thing, and that the normal schools and colleges and universities are full. But I have deviated and will make a short cut back to my subject.

In state government, the expense or maintenance of a state institution is apportioned according to the rank of the institution; that is, if in Colorado there should happen a deficiency to meet the appropriations made by the legislature, the penitentiary, an institution of the first class, would receive an amount sufficient to keep the prisoners in doors o' nights, and the State normal school would take what could be given to an institution of its lower class. The departments in a normal school resemble this administration in state government; and it is too often that there is very little left for that third-class department, the library. I have never suffered from third-class conditions and they may be avoided in many cases, by a vigorous policy that essays to pull the library out of that class.

Lack of income is not the great problem in the library, or I should have spent more time over the matter. A library with a modest income is often doing good work and vice versa. They suffer more from poverty, as we call it, in the richest libraries than in the poorer libraries. The Boston public library needs money more than the Greeley public library, and there is no end. An income usually grows with the efficiency of the library, and there is usually a limit to both fixed by the environment. The librarian who does the best with the equipment at hand will usually raise the limit of environment to its greatest responsive power, and if that librarian still grows a little, the library world will be looking for him

or for her at that time. You are all wanted if you can do things like that.

You cannot buy books and lend them without money; that ought to settle the fundamentals of library finance. It does not though. Try it.

Library service is not a question of money; that is another matter. The people about you will attend to that if you will do the rest. The good God has raised up a race of men and women to take care of emergencies, deficiencies, and their worries, while you go on with the work.

The essential difference between a normal school library and a public library lies in the fact that your borrowers are being trained for a profession in which the use of books is an important factor. In all other details the public library, the college library, and the normal school library are much alike, and most of the useful machinery and driving force needed in the normal school library can be found in the public library. All good normal school methods resemble public library methods for similar service, but, in addition, there is the problem of sending out a teacher who shall be a library missionary, a sort of traveling library not yet in the records of that new service.

To repeat: The question of income is not as important as the purpose and aim of the librarian; the questions of library science are well explained by able men and women. For us humbler slaves, it remains only to contribute, now and then, improvements, devices and detailed information which may increase the power of our neighbors and lift us just a little all around. Somebody will get a peep into heaven some day if we keep at work and help just a little. The normal school librarian has an opportunity to send out more vibrations than a traveling library center, through the living teacher. Keep a healthy, hopeful temper, and be sweet, be neighborly, be sensitive and sympathetic.

#### Chapter II

I have just about decided in my own mind that the public school system of

America, which serves to us the thing known as a liberal education, is a real force, and my friends tell me that they have known it all along, and that nothing but crass stupidity can be my excuse for 30 odd years of ignorance of the fact.

Upon the supposition that education and the public school system are alike or friendly, it seems to me that the librarian of a normal school might have an opportunity to do a greater work than a college president, but perhaps not. I am not altogether sure on that point. I shall have to ask Mr Bok before I can take a stand on matters purely educational. It is certain, however, that a teacher may be a power unto generations. I shall never forget Dr Lorimer, himself a teacher, as he stood in Tremont temple one Sunday morning saying, O you people of America, you have never fully calculated your indebtedness to the teachers! they have saved your children and my children from many evil ways.

Eulogistic indeed and quite true. I have read it in my notebook several times and like it better each reading.

If we are dealing with that sort of person we ought to work overtime and make a little wallet, at least, to go with the armor and the sword, as did the daughters who sent Christian forth in the Pilgrim's progress. If that view lies in error, we can take care of the charging desk, puff the circulation records, and brag a little when we think we have a chance against our neighbor.

I think that the first thing for us to do is often very difficult. We must make the persons in authority, the faculty committees, the principal, the board, and other forces, feel, through the head of the school, that we can do the work, and we must make the students feel it too. The student is the medium through which all the organization of the library for this extension work must come.

The work is more than talks and lectures and pompous things; it is more expansive, less curt and institutional; it is individual at heart. In the Decimal



classification it would go somewhere in 600 with a leaning toward 700. It is not enough to show a class how much (or little) you know about binding or printing; let them do it, as that much despised Squeers insisted. That was the strongest bit of pedagogy that Squeers had in his shop, and we still laugh at it. We laugh because Squeers did not understand what a really good thing he had found.

Do not end your duty with a dissertation on the dictionary catalog; let them make dictionary catalogs to fit their needs.

You are the person who should explain the mounting and care of pictures, and the making of portfolios better than you buy in the shops; and you can do more than deft reference to indexes; you can induce students to make co-operative bibliographies of Helps for teachers, and then better ones. You can do—you can see my drift without a long list of what we can do. I have good reason to believe in these things, and I am trying hard to get the service into better condition toward the end in view. It goes slowly, but it goes.

You cannot teach library science to a teacher in training, she is too busy; but if your curriculum is not overcrowded (beyond 24 periods a week for a student) she will elect a helpful course in the library, and you can grow a little. Most people are fond of a library if you give them a chance, and it is so easy to begin.

#### Chapter III

It takes time and poise to accomplish anything. Be a Greek in some degree, and not a Phœnician all of the time.

Get out of doors, breathe all the way down, turn care into pasture, put up the bars, and think questions on their merits without that slant, indoors logic.

The people who are oppressing you and plotting against you are ghosts, and you ought not to let people know that you see things. Fresh air and sunshine is what you need.

Your salary is small because you are not very big, perhaps. Do not die; we need you.

### Library Architecture\*

Normand S. Patton, Chicago

Architecture is the art of building, specifically, of fine or beautiful building. It is the function of skill in architectural design to combine in a harmonious scheme the independent and often hostile requirements—1) Of use and convenience as dictated by the conditions of the problem in hand; 2) of constructive necessity and fitness as determined either by practical experience or by scientific theory, and, 3) of artistic excellence both in the proportions of the parts and in the decorative treatment of details, in accordance with either the general principles and canons of good taste or the prescriptions of custom or tradition.

These statements do not rest on my individual authority, for I have copied them verbatim from the Century dictionary. It will be seen from this definition of architecture that it must combine three independent and often hostile requirements—use, strength, and beauty. That these requirements are often hostile needs no emphasis from me. What I propose to say, and repeat and insist upon, is, that they must be combined. Hostility is no excuse. Enemies can be made friends. The combination may be difficult, but without it there is no architecture. Compromise is not combination. To put up with a moderately convenient plan, to adopt constructive makeshifts and allow the design to be marred by the demands of utility is not architecture, but an attempt at it.

The hostility between beauty and utility is often more apparent than real, and the designer who fails to make friends of these two can usually be convicted of incompetency or laziness, or both.

It is well to note that the three requirements of architecture are named in the order of their comparative importance. There are forms of architecture, such as monumental work, which are entirely divorced from any idea of utility, but these form exceptions aside from the object of this paper. Any

\*Read before the Chicago library club.

building, such as a library, exists primarily for the use to which it can be put. To fail of that use is to fail entirely. It is no justification of the architect to say that though the building may not serve its intended purpose, it is of value in other ways; that although the interior, in which the owner dwells, may be a disappointment to him, the exterior gives pleasure to the neighbor across the way. The arrangement of the plan, therefore, must come first in the architect's thoughts, and if the owner be wise he will take his architect's advice and spend much study upon the plan until it meets all his needs before the question of the exterior design is given any attention.

After the plan is in shape the exigencies of practical construction must be considered as a matter of course. These may place limitations on the plan and curb the owner's ambition, and in unskilled hands mar the arrangement; but the trained architect thinks in terms of good construction just as a trained author forms his thoughts within the bounds of grammatical English without the consciousness of restraint.

After the perfect plan and the sound construction comes the artistic expression. Must a writer sacrifice truth of fact and a logical arrangement of matter ere he can reach an artistic style? Then, doubtless, must an architect spoil his plan that he may glorify the design. Language was made to express thought, not to conceal it. Architectural design is the expression of the real building which is within, not a screen to hide its proportions and mar its usefulness. The construction of a building is a vital part of its being. There are weights to be borne and the supporting forces must take definite shape as walls, piers, columns, arches. There must be windows for light and doors for access, a roof for shelter and chimneys for ventilation. Design consists first of all in giving proper proportion and form to these simple and indispensable elements, so that without the application of ornament we have a rational and pleasing whole. Some

buildings go no further than this and yet take high rank as works of art. Other buildings from their purpose demand for their perfection the application of decorative form. It is a trite saying among architects that one must decorate his construction and not construct his decoration, and yet this vital principle is violated by many who pose as the apostles of a higher art.

Decoration which conceals the construction, or which does not conform to and accentuate the construction, has no place in architecture. Those styles of architecture only are permanently effective in which the design is the natural outgrowth and expression of the purpose of the building. If the plan has been drawn before the exterior is studied, naturally then must the modifications to meet the decorative treatment; but it does not follow that such modifications will be detrimental. Just here is the crucial test of the designer's skill. The architect requires not only an artistic instinct, but a comprehensive knowledge of all possible forms and a mechanical ingenuity equal to any occasion. Then add untiring perseverance and an enthusiasm that stops at nothing this side of perfection, and success becomes a possibility.

As concerning library architecture, the general principles of design are the same for all classes of building. A design for a library should express the purpose of the building and conform to the practical requirements of its needs. In the matter of architectural style, there is no one style that can be said to be the only one adapted to libraries. Fashion prevails in architectural styles as well as in other branches of art. The changes are not as rapid as those in the modes of women's clothing, but nevertheless it is well to recognize the existence of fashion, which is entirely proper if kept within the bounds of sound principles of art. For example, let us contrast Classic forms of architecture with those of the Gothic type. Take the Parthenon as example of one and an English cathedral as typifying the other, and it is impossible to say that

one style is either more appropriate or beautiful than the other. They are so diverse in their purposes and modes of expression that praise of one does not mean detracting of the other.

Architectural fashions in this country have vibrated between the Classic and the Gothic with the Romanesque as a transition style partaking of the qualities of both. A few years ago, following the lead of England, the new Gothic was the thing in vogue, then under the leadership of architect Richardson, the Romanesque of Southern France was Americanized and the Richardsonian Romanesque became for the time the almost universal style in America, and the beauties of this style are nowhere more effectively set forth than in the many charming library buildings by Richardson and others.

Then the fashion changed and we came back to the Renaissance, or the revival of the Classic forms, the Columbian exposition at Chicago having great influence in this direction. The Italian school of Renaissance work first held sway, but now young American architectural students returning from Paris have brought the French fashions among us. The French style was in vogue years ago, and was discarded for others thought to be better, but now we are calmly told by the enthusiastic youths fresh from their studies abroad that the Richardsonian Romanesque was but a passing fad, while the French style has come to stay. This French architecture, like its predecessors, has much that is good, and is welcomed by the public as other fashions are welcomed, for the sake of the change; but it differs from the other styles I have mentioned in having an extraordinary amount of detail that is bad; and while the principles of architecture as taught in the French schools are sound, and are the same as those taught elsewhere, much of the Parisian architectural detail is on no higher plane than the French morality.

Every architect must recognize these fluctuations of fashion to a certain extent, because the American public ever

demand a change. The architect thoroughly grounded in the principles of his art can extract good from each one of these styles, while the majority of the profession will copy the crude details of the style without grasping the spirit, until the public becomes wearied of their productions and another change of fashion comes about, bringing in very likely some previous style which has been lying dormant.

It may be of interest for you to know that the Classic style of architecture, which now seems all the vogue for library buildings, is far more expensive than the Romanesque. Classic architecture tends to dignity of expression and a monumental character, and is eminently fitted for a public building, especially in a city, while the Romanesque, which lends itself more readily to picturesque effects, is more manageable for an irregular plan, and is well adapted for libraries in smaller towns. While making this distinction I would not have it understood that Classic work is out of place when removed from city surroundings.

Were I addressing an audience of library trustees I should have much to say in regard to details of library arrangement and note the recent developments in library management. I would have suggestions as to the entrance, the stairway to the basement and upper story; would dilate upon the delivery-room, the location and lighting of the delivery counter; would emphasize the importance of the children's room, describe its location and special fittings; would discuss the advisability of opening the book shelves to the public and indicate the modifications of library planning necessary to accommodate this new idea. But these are all matters with which you are familiar. What I know on these points I have learned from librarians, and to come before you with such practical matters would not simply be "carrying coals to Newcastle," but it could be likened to first getting one's coal at Newcastle and then bringing it back again and exhibiting it to the coal dealers of that city as



a new and original product. An architect who would excel in the planning of any type of building must obtain his practical information from those who occupy such buildings. The practical details of library work can be learned only from librarians, and no architect can expect to make a perfect success of a library design unless he is able to view the problem from the librarian's standpoint as well as from that of the general public.

I will close this paper with a few suggestions on the methods employed in the selection of architects, and to illustrate my meaning I ask you to imagine that you are severally called upon by the chairman of a library board seeking a new librarian, and are addressed somewhat as follows:

"We want a new librarian in our town and I am calling upon you, along with a number of other librarians that have been recommended to our committee, to ask you to submit your ideas to our board in the form of a sealed communication, to be opened on the 27th of next month. Ours is quite an important library, and I am sure you will appreciate the advantage of having this opportunity of placing your ideas before our board. We have a difficult and unusual problem, and you will perhaps need to visit our city at your own expense and study the needs of our library before formulating your views.

"In addition to the regular patrons of the library, we wish to consider the public school children, who are expected to visit the library in large numbers. We wish also to be advised as to whether to admit to the library building the Woman's club, which meets every fortnight to discuss the Psychological aspects of matrimony. They are very desirous of getting quarters in the library building. There is also a men's club, which we feel would be benefited by being brought within this institution, and we are uncertain as to whether they should have rooms in the second story adjoining the Woman's club, or be given quarters in the basement where they may smoke.

"We desire you to prepare your plans and specifications for the management of our library, and in order to be fair to all competitors for this position, you are instructed not to sign your name to your plans, but the name shall be put in a sealed envelope to be opened after the award is made. You are also requested to name the price which you would expect to receive for your plans if adopted, and also to name your compensation for one year's services in supervising the carrying of your plans into execution."

If such should appear to you a wise method of securing a librarian, then doubtless you will think that a similar method is the right way to obtain the professional services of an architect. It seems to me that an architect cannot begin his work to advantage until he is first put into confidential relations with his client. The evolution of a design is not such a simple matter that the finished idea can be produced in a short time, but must depend upon a gradual evolution based upon a thorough study of the local conditions. An architect familiar with the subject can in a short time dictate to a stenographer a considerable treatise on the subject of library architecture, sufficient to give a fair measure of his grasp of the subject; but to prepare designs for a given building to be submitted in competition with those of other architects, who may be presumed to put their best thought into their plans, and set forth the same with all the skill of drawing at their command, means not only the employment of high salaried assistants in the execution of the drawings; but that the cost of such design is far greater than an architect can afford to sustain without compensation, or for the uncertainty of a prize.

The attempt to secure fairness between competitors results in placing the experienced practitioner on the same level as the beginner, and is likely to result in the construction of a building that will be a disappointment to all. Competitive designs can no more express the comparative merits of the

work that would be executed by their authors, than such competitive essays on library management as I have suggested would indicate the efficiency of their composers as managing librarians.

How then should an architect be selected? I will answer this question by another, and trust you to draw the correct inference—How should a librarian be selected? And with this suggestion for your consideration I will close this paper.

### Work of Normal School Libraries

It has long been our feeling in the library here at Hampton that our colored and Indian normal students, going out as most of them do to teach in the remote country districts of the south and west, ought to have on graduation sufficient knowledge of library methods to organize and conduct in these places small libraries. Heretofore, owing to a crowded schedule, it has been impossible to introduce any regular course in such work into the curriculum. Last year, however, two of the normal students who are working their way through school were given work for an hour or two daily in the library, and we tried to plan their work so as to give them instruction and practice in several different branches, such as charging, classifying, shelf-listing, picture mounting, etc.

Both are with us again this year as pupil assistants, and two more have been added to their number, while one Indian girl has asked for a few special lessons that will help her in reorganizing and managing a small library at her home when she goes back next summer. For these five students we planned this winter a course of eight informal talks on library work, which were to be given once a week in the evening by the librarian and assistant librarian. Some of their classmates heard of the plan and asked permission to attend, so that on the first evening we had 16 present.

Our subject for the first meeting was, How to start a small library. We dwelt on the fact that the demand for

it must often be created, and then spoke of different ways of interesting the people of the community, then of securing a room, getting books and a librarian to care for them. Some of the special problems in southern and western communities were brought up and discussed.

The second evening we considered the details of preparing books for the shelves, and on the third we took up the use of reference books, speaking at some length of the more important ones, and deciding on the best ones for the small school library. A hectographed list of questions involving the use of the books referred to was distributed, and at the beginning of the next meeting a few minutes were taken for discussing the best helps in finding the answers.

The fourth evening was given to a discussion of the best books for children.

On the fifth we had a meeting not in the original program, for Dr Edward Everett Hale, who was staying at the school, came in and talked with us most delightfully and most practically on books and reading in general.

The next week we took up for a few minutes the omitted talk on The uses of fiction, speaking of a few general principles only, and then going on to the regular subject for the evening—Books on geography and history for the school library.

Our seventh talk was on How to make the library attractive, and our last will be on The selection and buying of books.

The attendance at these talks has been entirely voluntary, but has averaged 16 out of a possible 20. A few who have been kept away occasionally have come in afterwards to copy notes and make up the work as far as possible. The discussions have been free and animated, and altogether the interest shown has been very gratifying. One of the most satisfactory results so far is the establishment of the course as a regular part of the normal work.

L. E. HERRON, Lib'n.

Hampton institute,  
Hampton, Va.

**American Library Association****Publishing Board**

Printed catalog cards have been issued for the following:

U. S. National museum, Reports, 1895-97, \$	.50
U. S. National museum, Bulletin	1.02
U. S. Bureau of ethnology, Reports	1.73
Smithsonian, Reports	6.31
Smithsonian miscellaneous collections	2.40
Depew, C. M., 100 years of American commerce	2.03
N. Y. State museum, Bulletin	.54
Liber scriptorum	1.52
American association for the advancement of science, Addresses	3.49
American historical association, Papers	1.13
American historical association, Reports	3.14
Old South leaflets, no. 1-100	1.61
Shaler, N. S., United States of America	.48

\* Cards for the following are in preparation:

Massachusetts historical society, Collections.  
 Smithsonian contributions to knowledge.  
 U. S. Bureau of education. Circulars of information.  
 U. S. Special consular reports.

**The Transfer of Books in the Same Family**

A Reader thinks he has as good a title to the book his brother is returning as John Jones has, but the possession of "inside information" as to when the book is being returned, is an offset to A Reader's right to the book at that time. In the Chicago public library there is a rule that no employe of the library shall draw a new work of fiction until it has been in the library two months. I think it is a shame, says one young lady. Why must I wait, and my family, too? Are not we part of the public? Why haven't we as good a right to the new books as John Jones? And the answer is: Because you have the inside track, young lady. No favored class, no favored individual, is the clarion note of our strenuous life. In this matter the only fair and square way is to provide for the filing of requests for a particular book, and then issue the book to each one in his turn. Isn't this the rule in the world of trade?

JOHN JONES.

**Religious Journals in the Library****Editor PUBLIC LIBRARIES:**

I wish you would ask your readers if, in their opinion, libraries ought to pay for denominational religious journals for their reading-rooms. I have long felt that religious denominations, like political parties, prohibitionists, Christian scientists, protectionists, free-traders, Mormons, etc., should be permitted, so long as they present their views in a way which commends itself to persons of intelligence, to put their journals in public libraries where they may be accessible to readers; but that libraries should not be asked to pay for them. Perhaps someone will reply that the same rule should be applied to the books of "isms." If it were, of course we would buy not many books in the course of a year. But there seems to be a difference between the book which is a careful argument for a certain form of opinion, and the periodical publication which is of the nature of a tract. The library can buy very properly, of course, periodicals devoted, without sectarian bias, to the study of the Bible, the Koran, or any other topic of that nature. But periodical, propagandist literature, should they pay for this? I would like to get opinions on this question.

City library, J. C. DANA.  
 Springfield, Mass.

The Massachusetts library club has issued a handbook of the library clubs of Massachusetts. It contains the lists of officers from the first down to date, the constitutions, the programs of each meeting, and lists of members of the Massachusetts library club, the Bay Path library club, the Cape Cod library club, and the Western Massachusetts library club. The compiler has kindly attached to the items of the programs of the Massachusetts club and of the Western Massachusetts club the page and volume number of the Library journal where the reports of the different meetings may be found. This is a great help to those who have access to the Journal.

## Public Libraries

(MONTHLY)

Library Bureau	-	-	-	-	-	Publishers
M. E. AHERN	-	-	-	-	-	Editor
Subscription	-	-	-	-	-	\$1 a year
Five copies to one library	-	-	-	-	-	\$4 a year
Single number	-	-	-	-	-	20 cents

PUBLIC LIBRARIES does not appear in August or September, and 10 numbers constitute a volume.

THE preliminary announcement for the next meeting of the New York State library association at Lake Placid club has been sent out, and presents a most attractive event for the librarians of New York and the adjoining states. The Lake Placid club again offers the courtesy of the place, and the officers of the association hold out an alluring prospect for a good time. The time set is September 28 to October 5.

In the words of Mrs Ruggles, "about once in so often" some public spirited doctor becomes alarmed over the danger of contagion from library books, and forthwith cards the newspapers and suggests a form of sterilization for protection to the public. The most careful scrutiny has failed to bring forth any authentic statistics that are a cause of alarm to those who have given the subject serious and intelligent consideration. In nearly every library there is close relation between the health officers and the public library. The latter is on the list of those to be notified at once in case of contagious disease, and books from homes where contagion prevails are either not received at the library, or if received are fumigated or else destroyed. Not one authentic case is on record where library attendants, who certainly are exposed to contagion if anyone is, have been the victims of disease contracted from handling and living with the books. While a soiled library book will doubtless furnish a fertile soil for the use of the one who wishes to cultivate germs, it cannot be outdone by the money that is in constant circulation and in the closest fashion.

Librarians should not relax vigilance

in this matter, but we cannot help but feel that wholesale sterilizing efforts consume means and force that could better be employed for the good of the library, particularly in any but the largest libraries.

THOSE libraries which have been striving to make their books available to every class of citizens, and particularly to the blind, will be interested to know of a new effort along this line. The Great round world, a monthly magazine published in New York, and devoted to current news all over the world, is about to issue an edition for the blind. Blind persons who have familiarized themselves with New York point or line letter may not be able to avail themselves at once of the new magazine, which is to be embossed in American braille. The latter system was selected as being really the best, and the print will be spelled out in full, with no contractions or unusual abbreviations. The difficulty mentioned, however, can speedily be overcome, it being stated by authorities—among them Edward E. Allen, superintendent of the Pennsylvania institution for the blind—that anyone who has once learned any system of embossed characters can easily take up another. The great difficulty is in learning to read with the fingers at all.

Those acquainted with the blind say that nothing conduces to their health and happiness more than to keep the mind continually occupied with the affairs of active, normal life, and here is a source of helpfulness which the public library in every community where there are blind people would do well to adopt and circulate.

THE generosity of Mr Carnegie is so bountiful as to be almost bewildering. The writer attempted to keep a list of the donations to build public libraries for one week, and despite a careful effort, was not able to keep up with the announcements. The middle west seems to be the favored region, and yet the extreme east and the Pacific coast has not

been neglected. New Brunswick, N. J., distinguished itself by having a council to vote down a proposition to ask Mr Carnegie for an appropriation, for the reason that the town had no claim on Mr Carnegie's beneficence, and if the citizens wished a library building they were perfectly able to build it.

During the first two weeks in March over \$1,000,000 was offered to various towns and cities in the United States. The announcement at the opening of the third week was almost beyond belief—New York city to receive \$5,200,000 for 65 branches and St Louis \$1,000,000 for a central building and branches. At the time of going to press another \$4,000,000 is said to be hanging over the head of one of two cities. This is certainly unprecedented generosity in the history of giving.

Donations for libraries is a sort of epidemic which seems to be spreading, and this is by no means the smallest influence for good of Mr Carnegie's action. People of means are looking with more consideration on the communities in which their wealth has been accumulated, and a long list of libraries is to the credit of various persons in their native places, or as memorials to their families. Trustees and librarians have suddenly, and for the most part, unexpectedly found themselves confronted with important duties as the result of this widespread generosity, and the trust should be accepted soberly and earnestly, with high resolution to do conscientiously the part that has come to them as stewards of this great library wealth.

THE "secular press" seems to be very much exercised at the present time over the amount of fiction read, as reported by the various public libraries. While it is possible and even true that some libraries do not affect, as they should, the reading of their book-takers, and that too much of that one kind of literature may be in circulation, it is not a subject upon which the public not acquainted with the libraries and their work can speak with any degree of au-

thority. It must be remembered that in ordinary cases the largest per cent of those using the public libraries are not the scholars and students, but those who take their rest or recreation from daily toil by reading "a good story." That the reference books in a library which are the most used do not go into circulation at all, is a point overlooked by the faultfinder. It also must be remembered that a large number of persons who have the serious and more important works for study and research in their own libraries depend on the public library for their fiction. The different phases of philosophy, history, and current development, are today being presented most forcibly and effectively by means of the novel, and the term fiction does not stand for what it did 30 or even 20 years ago.

The general collection of fiction in public libraries has risen almost incalculably in tone during the last decade, even though there still be some questionable books on the shelves. Librarians deserve credit for the care and thought and faithfulness with which they are doing their work, and the carping spirit of the various editorials on the subject of fiction in libraries are deserving of little more than a charitable feeling toward an evident lack of knowledge on the subject.

The force of criticism certainly does not apply to the average library. If it can be held true anywhere it applies to the unnatural and ineffective work that is bound to be done where the distribution of books is maintained through delivery stations in shops for a consideration, or where the rules of the institution forbid the discussion of books over the delivery counter. But where, as is the case in the majority of libraries, the true library spirit prevails, there is little, if any, need for alarm as to the results of fiction reading through the public library.

The papers that are wasting their strength over the subject would much better turn their attack on the literature of the stands and small shops that are really doing harm.



### First County Library in Ohio

Editor PUBLIC LIBRARIES:

Our extension laurels were too dearly earned to allow them to be taken from us without a word of protest. In your excellent journal for February, in speaking of the Van Wert library opening, it is credited as the first county library. I presume you speak thus following one of the speakers at the dedication of that library on Jan. 1, 1901, or possibly a certain communication which appeared in the *Dial* for January 16 ult., for the speaker and the writer said that Van Wert county was the pioneer in the county library work, and that Cincinnati had followed suit and had extended the privileges of her library to the county of Hamilton. They were each in error in this, and consequently if you have followed them you have been led into the same error.

The law under which we extended the privileges of the library to the county I drew, and presented it to our delegation in the legislature of 1898, and the bill became a law on April 21, 1898. One section of the act (93 O. L. p. 191) reads as follows:

Sec. 3999a. Each and every resident of the county within which is situate any city of the first grade of the first class, having therein established a public library, shall be entitled to the free use of such library, reading-rooms, and any branch of the same, and all the privileges thereof, upon such terms and conditions not inconsistent (t)herewith, as the board of trustees of such library may prescribe.

Another section provided:

They (the board of trustees) shall have power, and it shall be their duty to establish in said city and throughout the county within which is situated said library, reading-rooms, branch libraries, and library stations in connection with said library, and to lease and furnish said rooms, buildings, or parts thereof, as are required for such purposes, and to pay all necessary expenses connected therewith.

As before stated, the privileges of our library were at once extended to all residents of the county—the first card so issued being under date of May 6, 1898. The residents of the county came to the central library until the stations were established. This matter of county

extension had been under consideration for some years prior to 1898, the late librarian, A. W. Whelply, having expressly referred to it in his report for the year 1892. But as long as the city board of education controlled the library nothing could be done in that direction; but with the passing out of the control of that board, and the vesting in our board of trustees the exclusive control, came the power to make the extension. This was done under the same act of the legislature (April 21, 1898). In view of the authority granted to levy five-tenths of a mill upon the taxable property of the county—act of April 14, 1900, 94 O. L. 204—the trustees offered to assume the maintenance of all the libraries in the county heretofore supported by taxation (a number of the villages of the county had such libraries), and the result is now that we have four branch libraries and reading-rooms with others in prospect. We have 40 stations and 13 traveling libraries—the latter located in places not easily accessible from the stations—all in successful operation. The first monthly report from the traveling libraries shows a circulation of 1052. Each traveling library contains about 60 books.

By another section the board of trustees was authorized:

Sec. 3999c. For the purposes of increasing, maintaining, and managing the public library in cities of the first grade of the first class, may levy annually a tax of not to exceed three-tenths of one mill on each dollar valuation of the taxable property in the county, wherein is situated such city, to be assessed, collected and paid in the same manner as are other taxes levied throughout the county.

The trustees certify the levy to the county auditor, and the fund goes into the county treasury as the library fund of the county, subject to the order of the trustees.

In 1900 the board was given power to levy five-tenths of a mill.

But I have written sufficient to show that ours was from the 21st of April, 1898—for the law took effect from and after its passage—a library the privileges of which were extended to the

whole county. The residents of the county at once began to avail themselves of the privileges. The Stations department was opened June 10, 1899, and I am happy to state that our country cousins have taken advantage of the privileges to the extent of a circulation of nearly 180,000 during 1900, and, further, that the number of registrations through the stations to January, 1900, was over 7200. In passing let me say that our children's room, which was opened last May, to the 1st of January had had a circulation of over 81,000. Yesterday's circulation was over 900 in the room.

Now please remember the date, April 21, 1898, as the date of the passage of our act extending the privileges of our great library at once to the residents of the county of Hamilton. On the 26th day of April, 1898, the Van Wert county law was passed in these words:

Sec. 891a. The commissioners may receive a bequest, donation, or gift of a building or property, wherewith to construct a building for a county public library in the county seat of the county, and may enter into an agreement on behalf of the county to provide and maintain a public library therein. Any county accepting such bequest, donation, or gift, shall be bound to faithfully carry out the agreement so made to provide and maintain such library. The commissioners of any such county are hereby authorized at their March or June session each year, to levy a tax of not exceeding a half mill on each dollar of taxable property of such county, and the fund derived from such levy shall constitute a special fund to be known as library fund, and shall be used for no purpose other than is contemplated in this section.

It was under this act passed, as you see, some five days after our act was passed, that the county of Van Wert, through its commissioners, were authorized to make the agreement which resulted in their people being given on Jan. 1, 1901, such a handsome library—but for the promoters of that to say that Cincinnati "following in the wake of their action, has extended," etc., is a little too much to stand, and so we object, and lay claim to being the first institution which gave to the people of a whole county a library.

We think so much of it that we do not care, as I said in the beginning

hereof, to have our laurels wrested from our brow.

I have taken the pains to ascertain from the secretary of the Van Wert library board the exact facts as to dates, and I learn that the agreement with the county commissioners, which they were not authorized to make until the passage of the act of April 26, 1898, above referred to, was not executed until July 30 of that year, and, further, that the people of the county did not have access to the books until the library was opened, which was Jan. 28, 1901. The secretary in a letter to me says:

The building was not completed until December of 1900, and dedicated Jan. 1, 1901. While the building was in course of construction books were purchased and made ready by an organizer for the opening of the library.

Trusting that this may restore to our brow the coveted laurel wreath, I beg to remain, with great respect, yours truly,

W. T. PORTER.

March 10, 1901.

### Book Postage for Library Books

The United States Postoffice department, through the third assistant postmaster-general, has made public a ruling which admits to book postage rates library books containing written marks which are a part of the official records of the library. The ruling holds: That a shelf number, or a date, or both, and any mark for designation which may reasonably be construed as an inscription in the limited sense of a permanent office record of the library, in this connection, may be added in writing to library books within the interpretation of the word "inscription," which is underscored in the quotation, without subjecting such books, when passing in the mails, to the letter rate of postage.

The Library post committee through its secretary, W. Scott, is still working toward securing an equitable law from congress which shall give libraries the same privileges accorded business houses.

### Library Notes

Melvil Dewey, director New York State library

**651 Needless dictation of letters**—The cable and telegraph have had a good influence in teaching people conciseness. A thrifty man is not verbose at 25 cents a word. Long distance telephones at \$1 to \$10 for each five minutes contribute also to conciseness and elimination of needless verbal frills. But stenographer, typewriter, and phonograph have the opposite effect. Many a man who can tell his story on a postcard if he must write it with his own hand, leans comfortably back in his easychair and dictates three or four pages to say the same via an expert stenographer. In large libraries as in other offices ambitious young men and women seem bewitched to attain the dignity of dictating letters. It is curious to note effects. It makes men and women imperious to dictate letters, as Holmes said about their riding horseback.

For economy this requires constant watching. In some offices scores of letters are dictated each day, the notes read by the stenographer, typewritten, revised, returned to writer, read, revised, signed, sent to copier, copied, put in envelopes, directed, stamped and copy filed and indexed, when on examination it is found that there is absolutely nothing in them that could not have been done satisfactorily by printed postcards in which a date or line or two was filled in with a pen. This saves time also to the recipient, who glances at the card, gets the fact he wants, and very likely wastebasket's the card, while the letter has to be cut open and unfolded, taking double time. Prejudice against postcards is giving way among those more concerned in accomplishing something in the world than in observing in offices the good form prescribed in books of etiquette. Only a few years ago many persons refused to use typewriters, and even as able a man as Dr W: F: Poole once publicly expressed his indignation at receiving a typewritten letter from a brother librarian who

he felt had treated him with scant courtesy in not writing with his own hand. It is amusing now to hear of these things which were taken so seriously a few years ago. The assumption that a postcard contains something personal and sacred, and that every person through whose hands it passes is going to read it, is simply ludicrous. Private matters will of course be in sealed envelopes, but the great mass of communications which pass through the mail are better on postcards than in letters, and their use is bound to grow because of the economy of time and money. In a library where means are always insufficient for the good work that ought to be done, and every cent or minute that can be saved can be used for something needed, it behooves a good administrator to study carefully this question of dictation, and it will rarely be found that skilful planning can not save a large percentage of letter writing by use of printed forms, many of them on postcards.

**651 Voucher stamp**—Experience has proved that some things characterized by those who have not studied the question as mere red tape, expensive and wasteful of time, are really economical. Obviously, methods that have been forced on all large corporations which carry on their business efficiently and economically must be practically a necessity for their work. As an institution grows the need of checks and definite routine steadily grows, just as it is more difficult and costly per volume to catalog a large library than a small one. My own experience for 25 years has led me to extend the record on a bill from one or two to nine items, and to use this stamp even for a small library or for private business. The headings are as follows, printed in a single column:

Ordered by  
Received  
Quantity  
Quality  
Prices  
Charge  
Pay  
Check  
Ent'd p.



It costs no more to stamp the nine lines than it would one. Those not needed can be left blank, or practically bracketed by putting the initial diagonally opposite two or three lines at once; e. g. if one person inspects quantity and quality, passes on price, determines the fund to which to be charged and orders payment, he can draw a perpendicular opposite these five items and write his initial once, showing that he has given attention to each of those points. The first line will show who is responsible for giving the order, the second the date on which the package is received. The element of quantity, quality, and price is in practically everything. In a list of books quality is right unless there is a defective volume; but in supplies of any kind some one should be responsible to examine each shipment, not only to count, but to see that there is no falling off in standard. If there is more than one fund, as there is apt to be even in the smallest libraries, it is indicated by an initial opposite charge. The responsible financial head must put his initial opposite Pay before it will be paid, either by cash or check, and the bookkeeper will enter the number of the check and the journal page where it is entered.

It is advisable to use a stamp like this on all bills, initialing such heads as are used. In referring to them in future this shows exactly what points were looked up and by whom.

### Carnegie Libraries

The following towns have recently profited by Andrew Carnegie's generosity in giving library buildings. In every case Mr Carnegie exacts a promise that the town shall furnish a site for the library and expend 10 per cent of the endowment he offers for maintenance:

Tacoma, Wash.,	\$50,000
Decatur, Ill.,	60,000
Jacksonville, Ill.,	40,000
Rockford, Ill.,	70,000
Galesburg, Ill.,	50,000
Galesburg, Ill., Knox College	50,000
Marion, Ind.,	50,000
Green Bay, Wis.,	20,000
Sault Ste. Marie, Mich.,	25,000

Schenectady, N. Y.,	50,000
Springfield, Ill.,	60,000
Grand Rapids, Mich.,	100,000
Montgomery, Ala.,	50,000
Fresno, Cal.,	30,000
Port Jervis, N. Y.,	20,000
Centralia, Ill.,	15,000
Easton, Pa.,	50,000
Jackson, Tenn.,	25,000
Lewiston, Me.,	50,000
Streator, Ill.,	35,000
Norwalk, Conn.,	50,000
Janesville, Wis.,	30,000
Richmond, Va.,	100,000
Cohoes, N. Y.,	25,000
Cumberland, Md.,	25,000
Mankato, Minn.,	40,000
Lincoln, Ill.,	25,000
Freeport, Ill.,	30,000
Waukegan, Ill.,	25,000
Muncie, Ind.,	50,000
Wabash, Ind.,	20,000
Peru, Ind.,	25,000
Elkhart, Ind.,	30,000
Ottawa, Ont.,	100,000
Gloversville, N. Y.,	25,000
San Jose, Cal.,	25,000
Cedar Rapids, Iowa,	50,000
Johnstown, N. Y.,	20,000
Madison, Ind.,	20,000
South St Joseph, Mo.,	25,000
Montgomery, Ala.,	50,000
Ashtabula, Ohio,	15,000
Yonkers, N. Y.,	50,000
Newcastle, Pa.,	40,000
Greenville, Ohio,	15,000
West Superior, Wis.,	50,000
Lawrence, Kan.,	25,000
Sheboygan, Wis.,	25,000
Sidney, C. B.,	15,000
Fargo, N. D.,	50,000
Niagara Falls, N. Y.,	50,000
Kewanee, Ill.,	50,000
Washington, Ind.,	15,000
New York City.,	5,200,000
St Louis, Mo.,	1,000,000
Charlotte, N. C.,	20,000
Montclair, N. J.,	30,000
Hempstead, L. I.,	25,000
Perth Amboy, N. J.,	20,000
Winnipeg, Man.,	100,000
Ottawa, Ont.,	100,000
Crawfordsville, Ind.,	25,000
Iron Mountain, Mich.,	15,000
Fort Scott, Kan.,	15,000
Phoenixville, Pa.,	20,000
Newcastle, Pa.,	40,000
Canton, Ohio,	50,000
Vancouver, B. C.,	50,000
Ogden, Utah,	25,000
Charlotte, N. C.,	20,000
Fort Wayne, Ind.,	75,000
Atchison, Kan.,	50,000
Windsor, Can.,	20,000
Portland, Ind.,	15,000

These have not all been accepted.

## Library Schools

## Drexel institute

The picture bulletins prepared by the class, to which we have already alluded, were on exhibition for several weeks in the exhibition alcove, and excited a good deal of attention and comment. Many subjects of current interest were chosen, such as *L'Aiglon*, the Pan-American exposition at Buffalo, the Britain of the Orient—Japan in 1901, and Victoria and the Victorian era; while there were others of perennial interest, such as Holland, Our feathered friends, Children's illustrators, Animal stories for children, and Polar explorations. Considerable ingenuity is shown by the students in getting up these bulletins, and the possibilities of the "artistic and useful" wrapped up in the prosaic scissors, paste pot, and inkstand, are demonstrated anew each year.

The Library school students greatly enjoyed a reception to which they were invited at the Widener branch of the Philadelphia Free library, on the afternoon of February 12. The interesting addresses, the social element, and the opportunity to see the beautiful building and its book treasures, combined to make a memorable occasion in the annals of the class.

On February 25 Laura B. Hixson, of the class of '99, gave a most entertaining and suggestive talk to the school on her work among the children of the Starr library, Seventh and Lombard sts., Philadelphia. The would-be children's librarians of the class could scarcely fail to be stimulated by the enthusiasm of the speaker, or to profit by the very practical results of her successful experience with the children of the slums.

Helene A. Kingman, of the class of 1900, has been appointed one of the catalogers of the Trenton (N. J.) public library which is now being organized.

Elizabeth V. Clark, of the class of 1900 has been appointed assistant in the Drexel institute library.

Mary P. Farr, of the class of '95, is at present cataloging the library of the Society for the prevention of cruelty to animals, New York city.

## New York

A picture bulletin on Queen Victoria and her reign, made by Anna H. Rodgers and Florence B. Whittier of the junior class, was sent to the Cleveland public library a few days after the interment of the queen. A Victoria ivy, slipped from one in the queen's garden at Windsor, was placed with the bulletin and the books.

Fanny Borden, B. L. S., N. Y. 1900, has been appointed assistant librarian at Bryn Mawr college library, in place of Julia A. Hopkins, resigned.

Julia A. Hopkins, N. Y. '95-'96, has taken a position as first assistant in the Catalog department of the Carnegie library at Pittsburg.

## Pratt

The following lectures will be given before the Library school, on the dates given:

April 2, 3, 5, 16, 17, at 11 a. m., and

April 18, at 8 p. m., by W. A. Eastman, State inspector of libraries, on Library architecture.

April 24 and 26, May 1 and 3, at 11 a. m., by G. W. Cole, on the History of libraries.

May 7, 9, 14, and 16, at 11 a. m., by G. H. Baker, lately librarian of Columbia university, on Bookbuying. 1) Building up a library. 2) Auction sales. 3) Second-hand and sale catalogs. 4) Second-hand dealers, at home and abroad.

Subjects for theses selected by students of the Historical course, second year:

History of printing on Long Island, with a List of books published by the earliest presses, Mary F. Isom.

Private presses and printing-clubs in the United States, with a Bibliography of the Marion press, Lucy W. Perry.

Indexes and their value, with examples of various kinds of indexes, and a List of important books needing indexes, Leslie Merritt.

Subjects for theses selected by students of the Children's librarian's course, second year:

The relative value of practical work in a special course for children's librarians, Louise Mears.

The requirements of a card-catalog and a finding-list designed for the use of children, Laura M. Sikes.

Reference-work for children and some of its possibilities, Elizabeth C. Stevens.

Story-telling and reading aloud in the children's library, Bertha O. Trube.

Mary F. Isom, class of 1900 and 1901, Historical course, has been engaged to catalog the Wilson collection, recently bequeathed to the Portland (Ore.) library association. Miss Isom expects to begin the work about May 1.

The program of the spring "field-work" of the Library school is as follows:

March 23. Afternoon and evening: Providence public library.

24. Afternoon: Pawtucket public library.

25. Morning: Providence Atheneum and Brown university libraries.

25. Afternoon and evening: Boston public library.

26. Morning: Brookline public library.

26. Afternoon: Library Bureau, Boston Atheneum, and Boston Book Co's. rooms.

27. Morning: Cambridge public and Harvard university libraries.

27. Afternoon: Medford public library.

28. Morning: Lynn public library.

28. Afternoon: Salem public library.

29. Morning: D. C. Heath & Co's. establishment, to see the historical library of books for children, collected by Charles Welsh.

29. Afternoon and evening: Hartford public library, and Historical society's library.

30. Morning: Watkinson library of reference.

30. Afternoon (portion of the party only): Library of New Britain institute.

## College Section

**Columbia**—A rare first edition of Galileo's work on natural philosophy, which escaped destruction when the Pope ordered all of the works of Galileo to be burned, has been bought by the Columbia university library, through its French agents. The book is in Italian, and was published in Florence in 1632. The book was obtained by chance in a remote French province.

**Harvard**—A supplement to the index of the Harvard subject catalog has been printed. It contains 31 pages, and includes all topics added down to 1900. It may be had by sending 75 cents to the publication agent, 2 University hall, Cambridge, Mass.

The library has received a gift of something over 300v., including a number of works on the classics, from the widow of the late J. E. Hudson, president of the Bell Telephone Co.

The library has also received a gift of \$500 from Mrs E. C. Hammer of Boston, for additions to the Scandinavian literature in the library.

Cards of admission to different sections of the book-stack continue to be given, on recommendation of an instructor, to all advanced students who need to go directly to the shelves for purposes of investigation in connection with their work. Such students have the same facilities for the examination and study of all the resources of the library, in their chosen departments, that the officers of instruction enjoy.

**Chicago**—The University of Chicago, for several years a type of extreme departmental library system, has begun within the past year to group these libraries wherever possible. New quarters will be given the general library in the new gymnasium building to be erected this year.

**Nebraska**—The library board has ruled that when department libraries become larger than is needed or desired by the department concerned, any books indicated by the head of such department may be transferred to the central library.

### Library Meetings

**Chicago**—The March meeting of the Chicago library club was held on the evening of Thursday, the 14th, in the lecture hall of the public library. Irene Warren, the second vice-president, in the chair. The subject of the evening's program was Architecture. Normand S. Patton, the first speaker, read an interesting paper.\* Mr Patton's experience with the building of libraries, and his knowledge of their needs, have qualified him to speak not only from the standpoint of the architect, but from that of the librarian as well. His address was particularly of library architecture, and at its close an interesting discussion was held, in which the lighting of the library, both reading-room and stack, was especially considered. G. W. Andrews, of the John Crerar library, held the close attention of the club for the remainder of the evening. Mr Andrews exhibited the proposed plans of the new building for the John Crerar library and described them in detail, giving the reasons for decisions reached in formulating such plans. The directors of the library have offered to the citizens of Chicago to erect a monumental building for the free use of the public in exchange for the land necessary for the site. If such land is provided by the city they agree to expend upon the building the money which otherwise would be used to purchase the site.

MARGARET E. ZIMMERMAN, Sec'y.

**Connecticut**—The tenth annual meeting of the Connecticut Library association was held yesterday in the State library and the Hartford public library. The meeting was called to order at 10.30 a. m. by the president, Prof. W. J. James, librarian of Wesleyan university. The secretary reported a membership of 123. George S. Godard, state librarian, spoke of the State library, its present and future scope, and the rare autographs and documents which it

contains. Albert C. Bates, librarian of the Connecticut Historical society, read a paper on Editions of Connecticut laws. Ida F. Farrar, of the Springfield City library, followed it with an account, prepared by herself and Mrs Evelyn H. Lane, of the same library, of methods of determining the value of children's books. Mrs Lane's contribution was upon story books, and the work of a club in Springfield, growing out of a series of conferences for parents and teachers. Books which are not popular among children have been read and reported on by members of this club, the reports showing sometimes lack of probability, often lack of especial value. Boys have been asked why they like Henty's and Tomlinson's stories, and report, one, that he likes history; another, that he likes to read about "them old times"; a third, that he likes to see "how we whipped the British," the general opinion being that both authors make for intelligence. Children do not enjoy Mrs Ewing's books as older readers do. On the other hand, some of the books that they do enjoy, like the Pepper books, are full of self-willed and disobedient children. The Purdy children are better trained, but the dialect which they speak is open to objection. Only 40 new titles were added last year to the children's stories in the Springfield library, and as time goes on the number will be even smaller, while a large number of copies of the best books that children like will be placed on the shelves.

Miss Farrar's contribution to the paper spoke of books on science, few of which are really enjoyed by children. Miss Stebbins, supervisor of science in the Springfield schools, reports that of 200 books of science for children there are only 20 which she approves. Hooker's Child's book of nature is not up to date. J. G. Wood's Natural history is too technical, and Appleton's Home reading books are padded. (A copy of the list of books approved by Miss Stebbins may be seen at the Hartford public library.) She works directly

\*Mr Patton's paper is given elsewhere in this number.

from nature, giving a child a tree for his study, telling him to notice the bark, the shape, the leaves, the blossoms, the insects and birds that live in it. How much that tree means to the child and any allusion to it, the insects or the birds in his reading, brings back everything connected with it, just as the reading of *Paradise lost* brings back one's early mythological knowledge.

The best way of bringing scientific books to children's attention is through schoolroom libraries. Children do not like books in ugly covers, or with long paragraphs. They prefer *Wild animals* I have known to the abridged *Lobo, Rag and Vixen*, in a less attractive cover. If we can discover by means of specialists the really great books for children, we shall solve our difficulties in selection.

After a general discussion, the morning session adjourned to meet at two o'clock in the Hartford public library, where there was an exhibition of mounted pictures and picture bulletins, to illustrate a paper by Grace A. Child. Miss Child emphasized this point:

In general in making bulletins, gather all the material you have bearing on the subject, then keeping in mind the idea you wish to present, choose only the pictures which have the most direct bearing on it, and which you can arrange artistically on the mount without crowding. The point of the bulletin is not in the number of pictures you can display, but in the definite idea you can present. To make the connection between the pictures and the books of the library, and to lead to the books, add a list of works on the subject of the bulletin. A notice of a good magazine article is often better than a book. Think of what your people will be interested in and will read, and suit your list to them.

At the afternoon session, which was held in the Hartford public library at two o'clock, Charles D. Hine, secretary of the State board of education, and a member of the public library commit-

tee, led in a discussion on Library hours of vacations.

Mr Hine reported on the hours and vacations in 72 libraries. The average number of hours a week for an assistant in a large library is 45.

Anna G. Rockwell, of the New Britain institute, made a strong plea for no longer hours than these, saying that a librarian in order to be worth anything must have time to grow and to read outside library hours, to belong to clubs, and to have recreation of one kind or another. She added that the switch of a librarian's mind has to be turned so many times a day for different subjects that it needs a chance to rest, recover itself, and keep pleasant. A vote of thanks was passed to the State library and the Hartford public library, and the following officers were elected: President, Henry M. Whitney, Blackstone library, Branford. Vice-presidents, George S. Godard, State library; Mary E. Lyman, Middlefield; George M. Carrington, Winsted; Alena Owen, Suffield; Alvarado Howard, Stafford Springs. Secretary, Anna Hadley, Ansonia library; treasurer, Jennie P. Peck, Silas Bronson library, Waterbury.

**New York**—The New York Library club met on March 14 for its regular meeting, with Wilberforce Eames of the Lenox library in the chair.

Miss Hawley of the Publishers' weekly read a paper on Common sense and library methods. She said in part:

Why should the rules regarding the number of books to be taken, and regarding renewals, be enforced so relentlessly? A scholar who is making a serious study of a particular matter might well be permitted to take home a dozen books and keep them for a month if they are essential to a particular investigation. That is simply making the library really useful. For a great many people a library reading-room is as conducive to study as a railway waiting-room, and people should not be compelled to do all their reading there. And the reading-room might be improved, too. In a large restaurant



small tables are provided, so as to insure some little privacy. Could not the same thing be done in a library? Card catalogs should be distinguished by the same simplicity as characterizes the best of the publishers' lists.

Harry Thurston Peck, of Columbia university, was one of the speakers, his subject being a discussion of literary criticism. He said in part:

The recent increase in the sales of certain books has been extraordinary. Half a dozen recent books have reached more than 100,000, one attaining the remarkable figure of 600,000. And it is rather an odd thing that, as a rule, those books are not the ones that people talk about much. This enormous increase in the numbers of the reading public is due to several causes—to the spread of primary education, to great and general prosperity, and to the cheapening of the processes of the publishing trade.

The trouble with the critics—or book reviewers—is, in the first place, that they do not have the courage of their convictions. They do not have the courage, I say, and they do not have the convictions. They do not like to slate an author, and they are afraid to make an enemy of a publisher. And the ordinary book reviewer of the present day does not know enough of the subjects he tries to write about to be quite sure whether he wants to agree with an author or not. Our so-called critics usually have a fuzzy, canton-flannel sort of mind, and I don't think the public can very well look to them.

Prof. F. H. Giddings made a strong plea for more ample cataloging of books. Classification should be close, he said, but the same book should be cataloged under more than one head to suit a mixed public.

A report on the progress of library matters in Brooklyn was given and the plans for future usefulness were outlined.

In the evening the annual dinner was given in the rooms of the Aldine association, at which a large company was present. The menu cards, printed on parchment paper, were a combination of

wit and happy suggestions of the feast in store for the company. Toasts, addresses, and stories made a delightful aftermath to the bountiful and well-served feast. The occasion was most enjoyable, and the company, well satisfied, dispersed at a late hour.

**Wisconsin**—The 11th annual conference of the Wisconsin Library association was held in the library rooms of the Eau Claire public library, Feb. 21-22, 1901.

The meeting on the evening of the 21st was an informal one, giving an opportunity for the visiting librarians and the townspeople to meet and visit. The library staff was assisted by the members of the Woman's club, and a very interesting evening was spent.

The first session of the meeting was held on the morning of February 22. After the close of the necessary business Julia E. Elliott of Marinette read a paper on the School and the library. She said in part:

The work of correlating library and school must be truly one of coöperation. The librarian in spirit must become a teacher in the truest sense of the term, and the teacher a librarian, as we wish the word to be understood. It is not a difficult matter to interest children in books, small minds are alert and eager for knowledge, for something new, and a mere suggestion will bring them in large numbers to the public library. It is a more complex problem how we shall be certain each child receives, not only a book, but the book that is adapted to his comprehension, that is going to be a factor in his mental development, and that is to enrich his heart as well as his mind.

A well-stored library and an enthusiastic librarian must be supplemented by wise methods and sympathetic coöperation from those who come in daily contact with child-life and with particular children; for the difficult task of recommending books should not rest upon knowledge of a class, but of an individual and its environments. It is in the latter knowledge that the teacher

can be most helpful. We may enlist the sympathy and coöperation of a few enthusiastic teachers, we may stimulate spasmodic efforts in the promotion of good reading; but if we would secure the most lasting and far-reaching results, not for a few children, but for the entire body of pupils in our public schools, we must make the reading of good books a vital part of the school system.

For schools a long distance from the library provide, if possible, traveling libraries, which may be exchanged at intervals with other schools. For these distant school children, arrange special days at the library, or perhaps a story hour to bring them there occasionally.

First and foremost, have your children's library free from pernicious, stupid, and questionable literature. Teach the children to use the books, to look up references for themselves, to know catalogs, indexes, tables of contents, and arrangement of encyclopedias. If the high school publishes a paper, the editor will be only too glad to run a library column.

Provide for the teachers, not only books for their pupils, but books for themselves. Teachers, as well as pupils, need to read for recreation.

A discussion followed, in which many teachers took part.

The next paper was read by Miss Kelsey of Menominee. Her subject was *Bulletins in our library*. She spoke of the interest and appreciation manifested by the library patrons. She gave many interesting and helpful facts about the makeup of bulletins, and spoke of the bulletin as a means of leading their children to read history, biography, and good stories.

Miss Stearns, of the Library commission, was the next speaker. In her talk—*Some mistakes in starting a library*—she stated that there is no more fatal idea than that a library can be run on the power generated from the warmth of enthusiasm. The available assets of its promoters should be something more than great expectations. Paradoxical or contradictory, as it may seem, the form of library that is most

likely to live is the free library. The subscription library in this day of the free church and the free school, is against the spirit of the age. No free library, organized under state law, has ever failed. The importance of a wise board of trustees was emphasized. It was a mistake, Miss Stearns believed, to have library boards composed wholly of women. Women, as a rule, have more time, or take more, for the details of library administration, but men are needed to go before councils for appropriations, etc.

In the matter of librarian, the speaker, after naming other qualifications, insisted that one should be chosen that had the library spirit, which is, in a word, a love of service for others.

The necessity of cheerful rooms, homelike and attractive, was dwelt upon. In the matter of books, experience has proved that it is a serious mistake to depend upon donations, Robinson Crusoe or Don Quixote being the most recently written of the collection. Fresh books, attractive, and a delight to the eye exteriorly, and a joy and refreshment interiorly, are what is needed. A library started on an assured income, in suitable quarters, with wholesome books, and all in charge of an efficient librarian and interested board of trustees, will prove a veritable source of public happiness and inspiration to any community.

Miss Marvin, of the Library commission, then gave a most interesting talk on *The up-to-date librarian*.

Miss Marvin said that the up-to-date librarian must have, besides her knowledge of books, and her technical training, a business training; she must be, first of all, a practical business woman. For the up-to-date librarian is a woman. She must have tact and must adjust herself to her community, accepting the conditions and making the best of them.

She must be a good housekeeper, keeping the books in order and mended, and the rooms clean and attractive. An up-to-date building has a study-room, a conversation room, and a chil-

dren's room—open shelves. The up-to-date library has an annotated catalog.

Elizabeth Kennedy of Neillsville read a paper on the Wisconsin summer school of library science. She told what the summer school meant to the librarian who had had no opportunity to observe library management, and who knew little of library economy.

The afternoon session was opened by the address of the president, Dr H. H. Hurd. He spoke on The relation of the trustee to the library. He felt that the first thing necessary was to choose the librarian, a person of intelligence and business ability. That the librarian must feel that the trustee, at all times, appreciated her wants, and those of her public, the library patrons; but that, before he could agree with the demand, he must feel the pulse of his public, the taxpayers.

He summed up the whole matter thus:

1 Make the management of the business of the library business-like.

2 Secure a devoted librarian, commit the executive work of the library to her and await results, secure in your trust that she will do it better than you can. And when the demands and interests of the library reach out for the unattainable, she will submit with what grace she can.

R. G. Thwaites of Madison gave an address on the American Library Association. He spoke of the value of its meetings to librarian and assistant, and urged all Wisconsin librarians to attend the Waukesha meeting.

F. A. Hutchins, of the Library commission, then spoke on the Extension of public library privileges to rural communities. This was felt by all present to be the keynote of the meeting. That the public library must extend its privileges to farmers is a thought that is growing among librarians.

Mr Newman, of Chippewa Falls, offered a motion that a committee be appointed by the president to see what could be done to enable the rural route postmen to carry books. The motion

was carried, and Mr Newman was appointed chairman.

Mr Hutchins offered the following motion: That a committee of five be appointed, to include present president and secretary, to further the project of opening public libraries to county people. Motion carried.

The following committee was appointed: Mr Witter, Grand Rapids; Mrs Edwin Porter, Estella; Julia Elliott, Marinette; Bertha M. Brown, Eau Claire; Dr H. H. Hurd, Chippewa Falls.

Stella Lucas of Menominee told of the work of the Dunn county traveling libraries.

Mr Kimball of California described the library facilities of his state.

Mrs M. S. Frawley of Eau Claire gave an account of the traveling libraries of the Eau Claire Woman's club.

Mrs Edward Porter of Estella spoke of the traveling libraries of Chippewa county. Mrs Porter has been a teacher in county schools, and has lived the isolated life of the farmer. She closed her address with this toast to the traveling libraries: Here's to our traveling libraries, the promoters of civilization, the makers of true homes, the moral uplifters of communities, the benefactors of our district schools, true missionaries in the homes of the isolated, coöperators with the district school library, destined to one day become the most powerful influence for good in our state.

The old officers were reelected as follows: President, Dr H. H. Hurd, Chippewa Falls; vice-president, Mrs J. S. Anderson, Manitowoc; secretary, Bertha M. Brown, Eau Claire; treasurer, Tryphena G. Mitchell, Ashland.

An interesting factor of the afternoon session was a five-minute report from the librarians present. Clara F. Baldwin of the Minnesota commission was present, and gave a brief account of the year's work in Minnesota.

There was an interesting exhibit of the Educational Book Co., and Mr Kimball, the representative, was on hand all day, to explain and show the books.

BERTHA MOWER BROWN, Sec'y.



### Illinois State Library Association

The sixth annual meeting of the Illinois State library association was held in Lincoln, Feb. 21-23, 1901.

The members of the Women's club gave a reception for the association Thursday evening. The rooms were very prettily decorated, and there was an exhibit of posters sent from the Library school and by numerous libraries throughout the state.

Hon. S. A. Foley made the address of welcome, which was full of bright wit and serious comments on the current events of the day. It was received with pleasure by the visitors. This was followed by the president's address on

#### The public library an extension course to the public school

E. S. Willcox, of Peoria

He said in part: Is the free public library worth while? Does it pay back in any appreciable value, dollar for dollar, what it costs; or is it foolishness, a fashion, supported by the taxpayers, somewhat reluctantly, perhaps, because the women and children cry for it?

It is possible there may be some in every community who think so, but none, I venture to say, in this city which bears the honored name of one who never had 12 months' schooling in all his life, who obtained his education wholly from the reading of books, and yet rose to be in his day "the foremost man of all this world" . . .

It is the same question with us, and always will be, as it is today so acutely in Porto Rico, Cuba, and the Philippines: How can free institutions be maintained permanently under the rule of universal suffrage, unless based on the educated intelligence of the people; and not on that of the voters, the men only, but quite as much on the educated intelligence of the voters' wives and mothers.

In old Egypt a prophet's vote was counted equal to 100 heads; with us it counts only one, the same as that of any ignorant anarchistic immigrant. It is not the question of having an educated class, an aristocracy of learning; that is easy, every state has such a class. The

compulsion we are under is to have all classes educated. If we do not, then sooner or later the powers of darkness will get the upper hand, and we shall have the same old-world story over again, anarchy and the mob, ending, as it always has, in despotism.

Now no people on earth appreciate the value of universal education better than our American people; our free public schools are proof of that. We are justly proud of them, perhaps even a trifle too self-complacent. How far do they really take our youth? They teach them how to read, the most important thing they can teach, but do they carry them far enough to give them a taste for reading, which is also important?

I am told by our superintendent of schools that not one-half of our school children get beyond the primary school; that is, they drop out for one cause or another with only, or even less than, three or four years of schooling, before they finish the fourth reader.

About one-third will be found in the next four-year period, the grammar school, and not to exceed 8 per cent are in the high school.

We certainly cannot claim that this lower half who never get through the fourth reader, and are then turned out into the world, are in any proper sense educated. They have hardly learned to read with ease, much less acquired a taste for books and study, and unless we somehow help them further, they have before them long lives of lost chances, disappointment, and failure.

Nor would I be too sanguine. I do not claim that the public library offers an adequate substitute for much that our schools inculcate—the teaching of good habits, of obedience, of systematic application, of good behavior, the training and discipline which convert an untamed cub into a manly boy; but it is surely better than to leave him in idleness on the streets and at night at that critical period of his young life. It offers the lad who ran away from school because perhaps the rules and confinement were irksome, another opportunity, a chance for self-improvement

if he have the least taste for books, an elective course of study free from the drills and examinations of the school-room. Gradually a thirst for knowledge may be felt; books he will find are not the hateful things he thought they were, and if there be any true metal in him he may do much yet, under the sympathetic welcome of the free public library, toward completing a defective education and leaving his lower, meaner self behind him.

What I am saying here applies to that almost helpless and hopeless class of children who willfully desert the school early—that mass of undisciplined ignorance out of which spring later the noxious weeds of vice, disorder, and lawlessness in our cities, and who are known as hoboes, tramps, and criminals. How to handle them when grown to maturity is the puzzle of sociology. If caught young, the public library may be the saving of some of these runaway boys and street arabs; but the library certainly can be of great benefit to those other children of the first four years' period who were compelled to leave school at the same time, and against their will, owing to family circumstances. We may presume that they have already a taste for reading. And how much more serviceable then will the public library, the treasure house of books on all subjects of human inquiry, be to those of our youth who have been so fortunate as to complete the whole grammar school and high school course, whose minds have been disciplined by study, and who are beginning to realize that there are vast continents of delightful, inspiring knowledge yet to be explored—knowledge of man and man's history on this globe, knowledge of the great globe itself and of the infinite universe beyond it, which they have hardly more than had a hint of in their elementary studies. Here, in the public library, the people's college, their studies now well begun may be pursued without end, for everything that is taught or ever was taught in college or university is found on its shelves in orderly and inviting array; no exam-

ination papers required for admission, no creed subscribed to, nothing but good manners and clean hands.

The free public library, then, is not only an assistant, an ally, it is more; it is a supplement to the public school, an extension course, a means to the higher education, and it welcomes equally the college graduate and the ragged schoolboy who plays hookey.

Can anyone suggest a better, more beneficent gift than this that the state or the city can bestow on its children and wards, the rising generation?

I suppose there is no way of calculating the influence a single good book may have on the future life of a wide-awake boy. It may open his eyes on a new world and suggest possibilities he never dreamed of; may make an intelligent man and good citizen out of what otherwise would have been a wasted or vicious life. I verily believe that those two little despised books, *Weems' Life of Washington* and *Life of Marion*, did more in their day to make brave and patriotic men than all the beer and tobacco of a hundred years; and if this be true of two insignificant biographies, long since superseded and forgotten, what shall we say of the numberless better biographies of today?

The spirit of emulation is one of our strongest motives—the impulse to do as well as, or better than, another; to be at the head, whether it be baseball, charging up San Juan hill, or reaching the north pole—and it is through books that the boy learns of noble deeds done in a world full of shining examples worthy to be imitated; his better nature is awakened, and life becomes for him something worth living. He learns what industry means, and courage and good manners; how necessary they are to any success in life. With the help of books we may draw him away from the low and frivolous life around him, and teach him to seek his companions among the wisest, best, and bravest of mankind. . . .

In these remarks, which seem trite to you, I have endeavored to emphasize the importance of an education, a bet-

ter education for everybody, and to show that the free public library is an invaluable help in carrying one's education on, no matter how low down one begins; that it practically brings the college and university to our own doors.

In conclusion, let me reënforce these views with a single weighty sentence of Carlyle's, addressed to the students of Edinburgh university more than 60 years ago. It is a word of encouragement to those who never had a college education and yet feel the lack of it: "All that a university can do for us is still but what the first school began doing—teach us to read. The true university of these days is a collection of books."

Later, refreshments were served, and all voted that a very pleasant and profitable evening had been spent.

The meeting opened Friday a. m. with the Library institute conducted by Eleanor Roper. The principal points in ordering, accessioning, shelf listing, and binding were touched upon and freely discussed.

Louise Booth, of the Peoria public library, explained in detail the charging system in that library, which is a modification of the Browne charging system.

At 10 a. m. the meeting was called to order by the president, and the question of amending the constitution by increasing the dues to \$1 was discussed and eventually passed.

A committee on nomination, consisting of Mary Eileen Ahern, Mrs Alice G. Evans, Ange V. Millen, Ida M. Webster, and Josephine E. Durham was appointed, also a committee on resolutions, consisting of Mrs Resor, Mrs C. F. Kimball, Mary B. Lindsay, Evva L. Moore, and E. B. Wales.

The business of the meeting being dispensed with, the subject of library legislation was opened up.

#### Report of Bureau of information

The report on Condition of libraries in Illinois, presented by Katharine L. Sharp, director of the Library department of the University of Illinois, was

a most interesting and comprehensive document. The report, while full of useful information, can only be given here in summary.

After reviewing the growth of the various library associations in the state the following report was made on

#### Library instruction

Illinois offers instruction of various grades as follows:

##### University of Illinois State library school

Here entrance requirements cover at least two years of college work, and the library course is two years, ranking as junior and senior in the university. For the past two or three years the annual attendance has been 50, while from 25 to 50 students have entered the sophomore or freshman classes to complete their preparation.

##### Lewis institute

The class in library economy was organized in September, 1900. The course for this year covers five hours' work each day during the school year of 36 weeks. There are seven young women in this year's class, two of whom are college graduates and four are students in the collegiate department of the institute.

Instruction is given on

- 1 The use of the library.
- 2 The mechanism of the library.
- 3 The catalog.
- 4 Classification.
- 5 The library in its organized relations.

In addition to the regular work there are given frequent talks on practical library matters by visiting librarians, and lectures by professors in the institute on the bibliography and literature of their respective departments.

##### Chicago institute

The Extension division offers two courses of six weeks each; the first devoted to the technical methods which will enable a teacher to organize a library; the second devoted to children's literature.

##### University of Chicago

The following courses of instruction are offered:

1 Historical and literary outlines of library economy.

2 Technical methods.

3 Bibliography and reference work.

4 Principles of library administration.

Classes meet once a week for two hours during two quarters.

#### Apprentice classes

These are starting wherever a trained librarian is in charge who wishes to instruct assistants, substitutes, and applicants, with the greatest economy to the library.

The work of the various normal schools of the state on the library instruction side was then reviewed.

#### Normal school at Normal

New students are called to the library in classes for two lessons during the second week of school. At these lessons folders giving brief necessary information about the library and folders giving outline of classification are distributed, most important points in the library folder are reviewed, and instruction is given in location, classification, use of card catalog, and of reference sheets. These lessons are accompanied with practical problems, students classifying an easy book, and finding books by means of classification, card catalog, and reference sheets. The library has a good many guides and directions posted in various places, and the students are taught and encouraged to wait upon themselves. In addition, one lecture a week is given during the summer term on Inexpensive school libraries.

#### Chicago normal school

The librarian gives instruction in use of the library, and meets two classes of 50 students each regularly every week in regular school hours, and other classes as opportunity occurs. The instruction is in bibliography, reference work, art of book-making, children's literature, coöperation between schools and libraries, publishers, etc. No instruction is given in library economy.

#### The Chicago institute

As to the instruction, there is one quarter of instruction in library economy in the inexperienced pedagogical

class. They have taken up the making of books, and each one is binding a book. They are also taking up the main general reference books, dictionaries, cyclopedias, annuals, guides, and indexes to history, science, literature, and periodicals. The principles of classification and cataloging are given, and each student is given practical work in classification and cataloging. Some work is done in children's literature.

#### Normal school at De Kalb

No special instruction has been given to the students in the use of the library, though a course is under consideration.

#### Normal school at Charleston

No regular course of instruction has been given in the use of the library this year. A course is soon to be inaugurated.

#### Normal school at Carbondale

The librarian is now giving definite instruction in the use of the library. The instruction is very simple, and is given at three different periods of 15 minutes each.

1 Reference books, general encyclopedias or dictionaries, readers' handbooks and yearbooks.

2 Use of the card catalog.

3 Use of indexes.

The university libraries of the state all report progress. In the report on Chicago libraries the most interesting, perhaps, was that of the new Municipal library. This was started in the past year. Its purpose is to collect and preserve the various documents, reports, etc., first of Chicago and next of other prominent cities throughout the world. It will also collect and compile statistics, and will publish a bimonthly statistical review of municipal administration, education, public health, and commerce of Chicago for the purpose of advancing good municipal government.

A comprehensive review followed of the traveling library work of the Women's clubs, the Farmers' institute, the University of Illinois, and the commercial circulating libraries. Of the latter was said:

At first it seems strange that subscription libraries like the Parmelee library, the Hayes circulating library, the Way library, and the Booklovers' library should start up and flourish in this age of free libraries; but it is probably explained by the general increased desire of the well-to-do people to have only new, fresh books, and to secure them with as little effort as possible.

Considerable space was given to the gifts to libraries in Illinois, which last year amounted to over \$425,000.

This was followed by a report of the committee on legislation. Mr Willcox reported that the committee appointed to coöperate with the Farmers' institute, Federation of Women's clubs, and the committee from the State teachers' association, had not been able to have any meeting as a committee, but the individual members had been consulted. Mr Barbour of Rockford, of the State teachers' association, wanted a section added in regard to woman suffrage, and 25 legal voters instead of 50, necessary for a petition to the town clerk. The Women's club reported that they were in hearty accord with the bill. The Champaign draft prepared by the Library association, with a few alterations, was drawn up and put into the hands of Mr Putnam in the senate, and Mr McCulloch of the house. Mr Putnam wrote that the senate seemed to feel the rural districts were better served by the Farmers' institute than by a commission.

This report was followed by a report on Farmers' institute traveling libraries, sent by Mr Hostetter, who was unable to be present, as the Farmers' institute held its meeting on the same days.

**Traveling libraries in farming communities**  
A. B. Hostetter, Secretary Illinois Farmers' institute

An important feature of the Illinois Farmers' institute work, and one which is doing much for the advancement and pleasure of the people of the distinctly rural districts, is the free traveling library.

These libraries are especially valuable because they are performing a use

not heretofore provided for by any of our educational organizations. They are successfully placing books within the reach of those, who, on account of their isolation and their inability or indisposition to secure good literature for themselves, are without any.

These libraries are carrying good books to those who live out on the broad prairies, at the crossroads, and on the farms on the hills and in the valleys—those who cannot avail themselves of a tax for library purposes, nor supply the conditions which would make them the recipients of the gifts of Carnegie or other philanthropist.

A year ago we had the pleasure of reporting that 21 institute free libraries had been equipped and were in use. The institute expended upon these 21 libraries \$547.52. At the board meeting in June, 1900, \$500 more was set aside for libraries, and from this amount 20 libraries were equipped at a cost of \$488, making a total of 41 libraries now in use. Of these, three are now on their third trip out, 18 on the second trip, and soon to be returned, and 20 on their first trip. The list of the places where these libraries are located is too long for enumeration, suffice it to say that they are scattered over the state.

The reports from the 18 libraries first sent out were not so complete as they should have been, from the fact the patronage of the libraries was greater than anticipated, and the supply of receipts and stubs for reporting was not large enough to meet the needs of the librarians. From the reports received it appears that the libraries were in use on the average four and one-half months each; that a total of 1557 loans of books were made in that time. There were in these 18 libraries a total of 687 volumes, independent of the books of reference and bulletins contained in each set.

The community securing the use of the library pays the express charges from Springfield and return, and is entitled to retain the library for six months. The application for a library must be signed by at least five responsible citi-



zens indorsed by the president and secretary of the county Farmers' institute. The applicants name a suitable party for local librarian, and designate where the library shall be kept and at what time books can be taken and returned.

The Illinois Farmer's institute is well organized for the successful and economical management of the traveling library work for the rural districts. The libraries are in charge of the secretary of the Illinois Farmers' institute, and handled from the office in the state house at Springfield. The close relation of the state institute with the officers of the several county institutes, who are familiar with the conditions and needs of the people of their respective counties, makes it possible to place libraries to the very best advantage.

There is an erroneous idea existing in the minds of some people, that because the institute library is a farmers' library and managed by farmers, that the books of necessity must all be about farming, and therefore uninteresting reading. It is true that one of the motives in sending libraries to the rural communities is to put books, that could not otherwise be obtained, within reach of the farmer and housekeeper that will be helpful to them in their daily work.

Every institute library, therefore, will contain some books on technical agriculture and some on domestic science, but these will be only a small part of the number of books in each set.

A book on the diseases of horses or cattle is a desirable treatise for the farmer to have, and is a necessity for the successful conducting of his business; yet we do not expect that the farmer will confine his reading to books that pertain entirely to business, neither do we expect that he will gather his family around the evening lamp to read to them of the interesting features of ringbone and spavin, nor of the dangers of tuberculosis. Not at all, the farmer wants books for inspiration and rest as well as for business, and it is the intention to have in every library books

to supply these latter wants. An hour, or even a few minutes, spent each day with a good book will often change the whole tone of the home atmosphere for the day. A northwest blizzard or south-east snowstorm can even be enjoyed, if taken in connection with the reading of Emerson's poem on the Snow, or Whittier's Snow bound. A rainy spell in seeding or harvest time will not even cloud the home atmosphere if Whitcomb Riley's Thoughts for the discouraged farmer be at hand to read.

There are books on food and its functions, on cooking, on cleaning, and on home management, that are helpful to every housekeeper. A knowledge of the contents of such books would save the mother, especially the farm home mother, many steps, disappointments, and worries. The farmers' wife more than all other women needs the companionship of good books; she needs them to people her lonely sitting-room with pleasant companions, and she needs them to help her to provide mental food for the development of her family, and she needs them to keep the cobwebs from entangling her own brain. The mother needs books too, that she can read aloud to her restless, active, growing children. Books that will help the children to see in their country surroundings things that they would never otherwise see; books about animals and birds and flowers and trees, things they can see and feel and know and love; books about other children in other countries and employments. With books at her command the mother by reading aloud can entertain and instruct her children, and while they are quieted and subdued by the music of her voice, she herself can gather, even from the child-stories, rest and inspiration,

"And the cares that infest the day  
Will fold their tents like the Arabs,  
And as silently steal away."

Mrs C. F. Kimball, assistant in the Withers' library, Bloomington, and a member of the Federation of the Women's clubs, read a paper on

**The attitude of Women's clubs toward library work**

In this day of higher and liberal culture, when women come in contact with every great educational interest, when their influence for good is felt in all prominent reformatory movements, they owe to each other and to all humanity the very highest service they can render.

Mrs Abby Morton Diaz says that the needs of giving and of receiving are mutual, and of equal importance. "If a poor woman needs to receive," she says, "the rich woman needs as much to give." The terms rich and poor as she uses them are significant in a higher than the financial sense, meaning also the sense of sympathy, of mental force, of moral power, of hope and heart and energy. The woman whose spirit is overflowing with these impulses is constrained to serve by all the higher forces of her nature.

Today union is woman's rallying cry, and as in union there is strength, we find a most powerful influence wielded by organized womanhood in the guise of the various clubs and associations, which within the past quarter century have sprung up all over the land, and which in city, town, and smallest village have drawn women together in bonds of sympathy and mutual helpfulness. In this club movement, using Wordsworth's words, we see,

With eyes serene,  
The very pulse of the machine,  
A being breathing thoughtful breath,  
A traveler betwixt life and death;  
The reason firm, the temperate will,  
Endurance, foresight, strength and skill,  
A perfect woman, nobly planned,  
To warn, to comfort, and command.

One of the latest educational movements is that which is now striving to advance the cause of popular instruction by establishing public libraries wherever there is the least encouragement, as a means for attaining in the best way the spread of intelligence among the people. Many farseeing men and women are doing all in their power to advance its interests.

Mr Carnegie, who is devoting his millions to library extension, says:

I choose free public libraries as the best agencies for improving the masses of the people, because they give nothing for nothing. They only help those who help themselves. They never pauperize. They reach the aspiring, and open to them the chief treasures of the world—those stored up in books. A taste for reading drives out lower tastes.

Besides this, I believe good fiction one of the most beneficial reliefs to the monotonous life of the poor. For these and other reasons I prefer the free public library to most, if not to any other agencies, for the happiness and improvement of a community.

This creed, if we may so call it, of Mr Carnegie echoes the belief of many a woman's heart, and out of that belief has arisen one of the most important phases of this great movement, the part taken by the women's clubs of the United States for the advancement of the plans and purposes of the public library.

When the club movement began women recognized the great usefulness of this institution to them in their studies, and a mutual helpfulness and sympathy grew up between the two organizations which has become a powerful influence for good in every locality occupied by these allied forces.

The fostering of a spirit of culture, and a general desire for a higher education, brought with it an absolute need for access to libraries and for a systematic use of their contents.

Hence the great interest taken in the library by club women. Beginning with the benefit to themselves of its facilities, the desire grew that places less favored should have similar privileges, and club organization made possible the providing of ways and means for establishing free libraries in towns and villages which might otherwise have gone without.

A strong missionary spirit developed among the clubs, and the results are everywhere becoming manifest in the efforts being made to spread the knowledge and use of books to every nook and corner of our broad land, by means of traveling collections of books; by the establishment of permanent libra-

ries and reading-rooms in small towns, and in the poor and crowded localities of our large cities; by the discussion of questions of library economy; by the appointment of working committees for library extension; and, most important, perhaps, by the arousing of public sentiment in favor of state commissions, which are now established in 17 states of the Union, and which we hope and believe we may see an accomplished fact in our own fair state before the close of the present legislative session.

Carlisle says: The true university is a collection of books. To how many a youth has a book been the Open sesame to the wide fields of learning? How many are today thirsting for a taste from the streams into which we favored ones dip so freely? Picture our own Lincoln; his mind hungering for the simplest means of education now free as air to the poorest and most indifferent; his library a Bible, and these old favorites, Æsop, Robinson Crusoe, and Pilgrim's progress, with a United States history and Weem's Life of Washington, yet what a mental furnishing these books gave him!

As Emily Dickinson sings in her little poem, A book:

He ate and drank the precious words,  
His spirit grew robust,  
He knew no more that he was poor,  
Nor that his frame was dust;  
He danced along the dingy days,  
And this bequest of wings  
Was but a book. What liberty  
A loosened spirit brings!

To the end that such book hunger may be satisfied are the efforts of Women's clubs directed in attempting to arouse public interest in the needs and possibilities of public libraries, and in working for the enactment of laws providing state commissions.

We know that a law to be successful must accord with public opinion, and that any one which goes upon the statute books in advance of such sentiment is apt to be a failure. We know, also, that whenever legislative enactments accord with the wishes of the

people, that these laws become active forces in the community life.

The Women's clubs recognizing these facts have been endeavoring to create an impression in favor of a State library commission, by in every practicable manner pushing the work; by establishing permanent collections of books and sending out traveling libraries; standing shoulder to shoulder with librarians and others in efforts to advance this cause.

The traveling library movement, now not quite eight years old, while not originating in the Women's clubs, has gained great impetus within the past four years though their influence.

In many states the clubs are said to be doing more than the librarians to bring about the establishment and spread of this idea. The work was begun mainly for the purpose of sending special book collections to the weaker clubs, but as its possibilities developed they have given generously of money, time, and energy, that others might freely receive of what these women have so abundantly partaken.

In several states they have succeeded in obtaining state aid by securing the passage of library laws and other legislation. Many federations have from their own means set in motion systems of traveling libraries, and are meeting with unqualified success in their efforts.

In the state of Georgia the Women's clubs have sent out over 2500v. arranged in sections to the country schools and rural districts. The work of this federation has been most heartily indorsed by county superintendents and commissioners. Four clubs have established public libraries; one of these is in the cotton mill district at West Point, with a reading-room open to the employes in the evening. This state is the first in the south to pass a bill for a library commission, which it did in 1897.

Through the kindness of Mr Carnegie a system of Seaboard air-line traveling libraries has been established along the southeastern coast, and 100 of these are now in circulation under the care of the state federations.



The Maine federation succeeded in 1898-99 in securing the passage of a bill which had been introduced and defeated two years before, and have also sent out many traveling libraries which are performing missionary work in exciting a love for good reading, and paving the way for free public libraries in every town of the state.

The State librarian of Iowa speaking of the work in that state, says: This movement did not begin with the state as an organization, but with a few hundred women and men who thought the state should pioneer the movement. To them we owe the original law and the after-provision for its support. Their zeal was communicated to our legislators and their dream was realized.

The Iowa federation has 50 traveling libraries now in circulation, and has also done excellent work in stocking many public libraries with pictures for circulation. These are in great demand for both school and home use. There is only one town of over 6000 inhabitants in Iowa without a public library.

The Kansas federation had last year 36 traveling libraries in circulation. They succeeded in 1899 in obtaining the passage of a library commission bill modeled upon the New York law, for which they worked vigorously, and while they did not receive all they asked, still they were justified in being very proud of their victory.

The Women's educational association of Boston maintains 25 traveling libraries. They also last year circulated special collections of works upon Venice, Florence, and London, supplemented by collections of photographs. These attracted widespread interest. They have circulated portraits of authors, reproductions of works of Italian art, views of our Continent, Japan, Hawaii, etc. Three members of the association have visited various small libraries and reported to the state commission upon their condition with valuable results.

In Wisconsin the clubs in 11 counties are maintaining traveling libraries, besides collecting and sending boxes of

books and magazines to the State commission for general distribution. In two cities of the state clubs are entirely supporting free public libraries. The federation has six traveling reference libraries in circulation, each accompanied with study outlines and some with portfolios of photographs. These have proved very popular. One course is upon Wisconsin history and is in constant demand.

The Nineteenth century club of Devil's Lake, Dak., sent statements of the need of a public library, and their desire to establish one, to each club in the National federation, asking for one book from each club. To this request the generous answer of 1500v. was received. The library was started and has flourished ever since under the supporting care of the club. Another club is now making the same appeal and is said to be meeting with the same success.

The women of Texas report 41 library associations formed by the 53 clubs of their federation; three of these only are free public libraries. A strong effort is now being made for a state library commission.

Were there time, these reports could be duplicated many times, for club women everywhere are enthusiastically advocating the cause of the public and traveling library. Into all of the out-of-way corners of our land, to mining towns, lumber camps, and isolated farming communities; to mills, factories, and social settlements are the clubs holding out a helping hand in this enlightening and uplifting movement.

It may not be amiss here to speak of the work of the Aberdeen association of Canada, which is engaged in collecting books and periodicals to be sent to the settlers in remote districts of British Columbia. Such a generous response was received to the first appeal that the question of postage became a serious one; but now all matter sent by the association is free of postage, and immense quantities of literature are collected in Great Britain and Canada,

and forwarded to these outlying districts.

In most of the 17 states of our Republic, which have established a state commission, it is to the efforts of the Women's clubs that in a large measure is accorded the successful outcome.

Our own State federation of clubs has not been behind in the efforts being made. They have now in the neighborhood of 100 libraries in the field, owing to the work and interest of the Women's clubs along this line. Our library law is very liberal, and when that is supplemented by the measure for which we are now laboring, we hope for great results. To that end the Federation library committee is working, in connection with this association, the Farmers' institute, and State teachers' association, by putting forth every effort to secure the passage of this bill. In the meantime they are continuing to extend the traveling library system. Arrangements are being made whereby the State library school at Champaign may be the central point from which to send out these collections.

The library with which I have the most intimate acquaintance, the Withers' library of Bloomington, is the outgrowth of the efforts of two women, who more than 40 years ago, filled with this same desire for library privileges, organized the Ladies' library association and established the Ladies' library, which this association conducted for 10 years, when it was merged into the Bloomington library association.

The work begun by these few women was carried on until 1896, when it became a public library, by these and other women, aided by a few public-spirited men. The site of the beautiful library building erected in 1887-88 was given by a woman, and women raised by a canvass of the town and by other means the money which made it possible. The Women's clubs of the city gave many of the windows, furnishings, and books, until the completed work stands today a monument to woman's energy and devotion.

Reports from every part of the state

indicate a strong desire for permanent libraries in many of our smaller towns, and a lively interest everywhere in the bill for a state commission.

The women all over the commonwealth are alive to the interests of the community in this regard, and are not sparing efforts to secure this coveted legislation.

We hope that Illinois will rise to her high opportunity, and will enroll herself alongside her sister states in this campaign for the education of her people. And Longfellow's words in honor of that great woman, Florence Nightingale, seem not inappropriate in closing:

A lady with a lamp shall stand  
In the great history of the land,  
A noble type of good,  
Heroic womanhood.

Miss Milner: Is there any systematic work that the State library association can do in regard to this commission bill? After leaving the association, we usually feel in the dark in regard to what is to be begun or what can be done.

Mrs Kimball: Write or talk to representatives of your district. Women's clubs usually do this.

Mrs Kimball said that she had suggested to the Women's clubs at Springfield that they do all in their power to push the bill, but the clubs replied that they always made it a point to keep out of politics.

Miss Ahern: I indorse what Mrs Kimball has just said. The representatives at Springfield are more open to influence from the people of their districts than from the people at the capital. They are apt to think there is something personal in it if approached by people outside their own district.

Miss Sharp: The bill as circulated by the State teachers' association Women's clubs, and the Library association, are identical, but the people do not realize it. The Farmers' institute bill is a confiction, but will the committee at Springfield know this? There may be danger that if one bill passes the rest will be thrown out.

Mr Willcox replied that the committees at Springfield had not yet been appointed, and that nothing would be done until these had been appointed.

Miss Sharp said that one bill was what was wanted, and feared it would be too late to get anything if there was delay.

A long discussion followed as to some means of combining and compromising so as to have one distinct bill. It was suggested that the traveling libraries should be left in the hands of the Farmers' institute if it seemed the state could be better served in this way.

The meeting adjourned without anything definite being decided or agreed upon. The general opinion seemed to be that matters would have to stand as they are, each one doing all he could to influence the representative from his district.

The afternoon session was devoted to the subject of Library administration.

#### Co-operative cataloging

C. W. Andrews, of the John Crerar library of Chicago, was unable to be present, but he sent a paper on the coöperative cataloging scheme which now only needs the necessary number of subscribers before becoming a reality. Mr Andrews expressed his regret that the scheme has not been accepted as generally as the committee had been led to expect from the enthusiastic reception of its outline at Montreal last June. About 50 replies, nearly all favorable to the circulars sent out, have been received, which is a little more than half the support necessary.

A copy of the circular was read which briefly is as follows:

The Library of Congress proposes cataloging all copyrighted American books, beginning with 1901. The publishing board of the A. L. A. will buy the cards of the Library of Congress and sell them to subscribers, charging only enough to cover all expenses, which will vary from 3 to 5 cents a title, according to the number of titles subscribed for. Duplicate titles ordered at the same time as the original order can be obtained at ½ cent apiece. If ordered later the charge will be the same as if for an original order.

The advantages, in Mr Andrew's esti-

mation, are economy, considering the high grade of work, fullness of entry and amount of analysis, and the inclusion of the cards; the fact that these cards are printed instead of written giving greater legibility, uniformity, absolute fidelity in copies, greater care necessarily taken in preparation, and the possibility of obtaining as many copies as are wanted at a slight additional cost. He then showed in how many different ways these extra cards are used in the Crerar library, e. g., continuation list, binding list, periodical list, in making up bulletins, official catalog, etc.

Mr Andrews did not contemplate that any catalogers would lose their positions through this new method, for the books must still be examined and subject headings assigned, all books preceding 1901 must still be cataloged, and analytical work can be extended. In other words, the effect of this plan will not be to deprive catalogers of their work, but to substitute more of the intellectual for the mechanical, putting preparation of bulletins, class lists, etc., in place of copying of the title-page.

But on the other hand, the small libraries receiving only 200 books a year, Mr Andrews thought, would probably be outside the profitable field of the movement, while those receiving 500 or less, if largely nonfiction, should be within it. The paper closed by saying that if this succeeded the prospects were bright for treating foreign works in the same way.

Next was a paper on:

Proper distribution of labor in a small library  
Evva L. Moore, Scoville institute, Oak Park, Ill.

In many of our small libraries there is no distribution of labor, either proper or improper. For the work of all the different departments, which in a large library is divided among many, is combined under the supervision of one person. In fact it would be no exaggeration to say, that often all the work of the different departments is done by one person, and that one, the librarian.

The librarian, more often unassisted

than otherwise, or at most with but one helper, and this one of little training, is expected to combine in her one person the capabilities of many. She must be the reference librarian; must supervise the circulation, or actually give out and take in books; must have charge of the information desk, ready to deal out upon demand the wisdom (?) hidden between book covers; and, finally, she must be willing and able to answer all questions, and, even more, she must be quick to catch the ideas of others and be suggestive over them.

If things are to go at all smoothly, she must be in several different places at one and the same time, notwithstanding the laws of natural philosophy.

Even in a small library a certain division of the labor should be made.

The librarian should spend the morning hours in meeting her assistants for classwork, in balancing her accounts, attending to the mail, club work, book lists, running down a subject, preparing for her school visits, revising the cataloging, with a glance, necessarily a fleeting one, at the periodicals brought in with the morning's mail.

The forepart of several afternoons per month should be given up to visiting schools and clubs. The latter part of every afternoon she should devote to the general public, teachers and children, tactfully assisting in the selection of books and the guiding of reading.

Teachers and pupils should be notified as to what time is reserved for them, and ladies and others calling for special purposes should be requested to come at other times; and they will soon learn to do so, at least after waiting some time in the midst of the *melée* which is usual after school hours.

Even in the small library the librarian should not attend regularly to the trivial routine work, to the mechanical, to matters of detail.

These may be turned over to an attendant, and it may well be the desk attendant; for her there are many odd moments when the time may be utilized for keeping and taking statistics of circulation, checking up periodicals, send-

ing fine and reserve notices, filing registration records, etc.

As this attendant comes most in contact with the books she properly may have the binding in charge, under the supervision of the librarian.

In a library of this kind the cataloging, shelf-listing, all clerical and technical work, should be done in the simplest forms possible; simplicity and accuracy should be the watchwords.

During the busy months no work in arrears on the catalog or other records can be done. If the librarian is able to keep up with the work which each day brings her, she need feel no discouragement.

Work which comes under the former head will of necessity be left to summer months, or an extra assistant be employed for it.

It is unnecessary to remark that there should be an even distribution of labor; no one department should be deficient in the necessary assistance to keep it working in the even, smooth, efficient way which will bring the best results.

This is not easy of attainment, and, even after the work has been assigned, and responsibility as to certain work placed, there are times when a rush in one department demands the service of catalogers and shelf-listers. In no other way may the public be served promptly and efficiently at the rush period.

This is of great benefit to these "specials," as their ideas of the library work as a whole are broadened, and they are stimulated for their own work as they better appreciate its connection with the whole system.

When it is deemed unwise to adopt the rotation system of work, this often takes its place, and, to a certain degree, has the advantages without the disadvantages of that system.

If an assistant is thoroughly equipped for her particular work, and is changed from time to time to other departments, is not the library the loser? Aside from lack of familiarity with the work on the part of the assistant, the public, always preferring the familiar, is compelled to

grow accustomed to a new face and a fresh personality, for, while there should be the same general courtesy from all attendants to all visitors, the personal element of assistant comes in strongly, and it is impossible to ignore the fact.

Children, in particular, like to find the usual attendant, as was illustrated the other day by a little boy, when, not seeing the children's librarian, he said to the desk attendant, The children's room isn't in, is it?

As far as the librarian is concerned, I certainly believe in rotation; she, most of all, should be familiar with the work as carried on in all the different departments.

If the children's librarian is absent for a few days, it is an excellent opportunity for her to find out things; assuming charge of the room, and breathing in its spirit and atmosphere, the direct and continued contact will throw upon the work much light. She will be better able to get the special attendant's point of view, will better appreciate the difficulties, and will be more ready to see and to suggest improvements and ways of widening the scope of the work.

The minor detail work of departments may be done by assistants in turn without loss of efficiency, but the responsibility should rest upon one.

I do not mean that there should be extreme division of labor; such a state is prejudicial to the all-round development of the members of the force. One should prefer the cultivation of the intelligence to mere manual dexterity, which will come later.

The mechanical work, the drudgery, as it is so often called (labeling, pasting and shelving), is excellent discipline for the newest apprentice, and there is no better way of learning the contents of a library and the classification of books than this very handling of books. By impressing this fact upon those to whom falls the greatest part of this work, and by creating interest in making a clean, whole book out of a very much dismantled volume, this department will become one of the most popular in the library.

The librarian herself must feel and must create the feeling among her assistants that all the different parts of library work converge to one point; all are working toward this end—to supply the public with good reading and to raise the standard of its reading.

The number of hours per day should never be more than eight, even for the librarian. The average number in the large libraries is seven, which is better. However, in our small libraries, where librarian and assistants have proportionally much more responsibility and work, the tendency is to work decidedly too long hours. Many librarians work 10 and 11 hours in the library building, and do their reading, if any, in the wee small hours.

The greatest strain in the library is at the point of contact with the people at the loan desk. Here belongs the best talent the library affords. No one person should give here more than three continuous hours of active work, endeavoring to supply suitable mental pabulum to an assorted public.

After this length of time the average person is mentally and physically exhausted, the brain becomes completely addled, she can no longer take interest in books or people with their widely differing tastes.

After the labor is distributed as evenly as possible, and to the best advantage, and the staff organized, the library must be most carefully administered. The librarian must have eternal vigilance to maintain the high standard of excellence which she has set for her staff and for herself.

It is unnecessary to state that there should be but one head, and that she should insist firmly on promptness, regularity, system, willingness to do whatever is asked, accuracy, orderliness, neatness of appearance, faithful and strict attention to work during hours of duty, upon the part of her assistants.

While discipline and rules are necessary, and while attention must be called to mistakes which occur so frequently in library work, as it involves so many details, right understanding and har-



mony can best be obtained by free discussion between librarian and assistants at the staff meetings, and the benefit of this is mutual.

The librarian, in her general oversight, should be quick to perceive where there is the greatest pressure, and lend herself to that department for the time being, making her presence felt not only by her helping hands, but by her reassuring and calm spirit.

While it is quite necessary to have business methods, the library is not a business office, but a center of public happiness and of public education, and the life of the staff should be a happy one.

The librarian who has a spirit of helpfulness and cheerfulness will affect the whole atmosphere of her library, and this spirit will be felt by others immediately upon entering the room.

A good staff motto may be these words from William Morris:

Art is the expression of man's joy in his work,  
The curse of the world is joyless labor.

In the discussion which followed, Miss Bennett, of Mattoon public library, said that in consenting to speak she felt that her library met the requirements in one respect, and that was in being small. She expected to profit by Miss Moore's paper in starting a training class. Before Miss Bennett took charge there had been three assistants at the Mattoon library, but Miss Bennett and the first assistant decided they would rather do all the work and have larger salaries, with the consequence Miss Bennett is afraid of overworking her assistant, and the board is afraid of overworking Miss Bennett. She said when she started out she decided to teach her assistant all she knew; but as her assistant is to stay only for a year she decided not to commence on cataloging, but to keep that in her own hands. She then asked Miss Moore if the members of her apprentice class gave their time for nothing.

Miss Moore: The class covers nine months, and in addition to the four hours a day which they give to the library, they all give one full month at the end of the course.

Miss Wales questioned the willingness of apprentices to give so much time for nothing. Her first class objected to giving six hours a day, but by reducing it to 24 hours a week the applicants liked it better.

Mr Willcox asked what was to become of all these students.

Miss Wales: They will get something out of it so that they will feel repaid.

Miss Durham: When do you find time for this class?

Miss Moore: At 8.15 to 9 in the morning.

Miss Durham asked what the requirements for admission to the class were.

Miss Moore: High school graduates or their equivalents.

Mr Willcox said that in the Peoria public library apprentices were taken in from one to two months. They were told to browse around, keep their eyes open, and learn all that they could. At the end of that time he knew pretty well what they could do, and if they proved efficient he could call upon them when he wanted new assistants.

Mrs Henderson, who was to lead a discussion on the Reorganization of an old library, failed to respond.

Zella F. Adams, of Evanston, told how librarians too busy to get away from home, or for financial reasons unable to attend one of the library schools or training classes, could get the necessary information which they needed for the better administration of their libraries. Her address was as follows:

#### Organization by correspondence

Zella F. Adams, Evanston, Ill.

There are many ways in which we may obtain knowledge, but there is no royal road to its acquisition. In whatever path we elect to travel we shall find that persistent effort and tireless energy will be required of us if we would reach the goal.

The correspondence method of instruction offers no primrose path to glory, but to those who are willing to devote time and thought to their work it gives the assurance of ultimate success. The mastery of such a course

develops in a high degree the powers of reason, judgment, and independent thought, and is, therefore, a most excellent preparation for those who are fitting themselves to fill positions of responsibility.

In arranging lessons for correspondence teaching, it must be borne in mind that the best educational results are always obtained by proceeding from the simple to the complex; and the whole secret of success lies in so carefully grading the course of study that the learner will experience no greater difficulty with the final lesson than was found with the first.

A librarian who has not had the advantage of technical training, but who is, nevertheless, ambitious to use modern methods and do the work that others are doing, needs help and encouragement. In the midst of the round of duties which each day brings, it seems an almost hopeless undertaking to study methods and plan a system, alone and unaided. A little advice and assistance, however, would make the way plain.

To begin with, we must know something of the tools with which we are to work, and the first step is to provide the needed supplies and reference books.

It is not a wise plan to attempt at once the reconstruction of the system in the library. It is better to gain first a comprehensive view of the whole work to be accomplished, and an idea of the relation and interdependence of the parts, by selecting a limited number of books representing the various classes, and putting these through the successive stages of preparation which they would undergo in a well-regulated library. Practice in library handwriting should begin as early as possible and should continue throughout the work, as time is a very essential factor in acquiring a firm and uniform style.

In the first lessons, authors and books presenting the fewest possible difficulties must be chosen. More difficult work may be attempted as proficiency is acquired. In taking up the study of the different classes the following has proved to be a very satisfactory order:

Fiction	Science
Biography, Individual	Philology
Biography, Collected	Sociology
Literature	Religion
History and travel	Philosophy
Fine arts	General works
Useful arts	Reference books
	Special collections

This order reverses, in some measure, that of the Decimal classification, but it has the advantage of enabling the student to handle first the classes with which he is most familiar, and which offer little or no difficulty in the assignment of class numbers.

The use of the Cutter number table, and the making of the fiction shelf list are among the first things to be learned. After these the accession book and the manner of entering the various items describing each volume may be considered. From this it is an easy step to the making of simple author and title cards for the catalog; and in a comparatively short time a definite amount of information respecting the three important library records is obtained.

The mechanical preparation of books for the shelves and the charging system receive attention next. Following this work the classes other than fiction are studied and the variations peculiar to each are noted. Biography introduces the form of the simple subject card for the catalog, and subject cards for other classes follow in natural sequence. As we proceed, still other forms of cards must be explained—reference cards, series, editor, and translator cards, and the analyticals which are so very helpful.

Among the groups demanding most careful consideration may be named—periodicals, cyclopedias, government and society publications, maps, photographs, pamphlets, clippings, and separate collections.

If, now, the librarian adds a knowledge of order routine and bindery records, and understands the making of bulletins and finding lists, he may consider himself fairly well equipped for the work before him. From time to

time various questions will arise, but a careful study of the magazines and other publications devoted to library interests will generally enable him to find the best solution to his problems.

Instruction in library science as given by correspondence is no longer in the experimental stage. During the short period in which it has been offered, libraries in a dozen or more states have availed themselves of its benefits, and numbers of letters expressing the fullest appreciation of its practical value have been received.

In some cases librarians have had the good fortune to be able to employ the services of a trained organizer, but have found it difficult to continue the work without further instruction. In other cases the records have been of the most primitive sort—consisting merely of a brief list of books—and the librarian has had everything to learn and everything to do. In every case, however, results have been all one could wish.

The course is so simply arranged that no one need fear to undertake it. And there is no reason why the form of administration in the smallest library in the state should not be quite as satisfactory as that in the largest.

The next was a paper on:

**Reserve force in a small public library**

Anna E. Felt, Trustee Galena (Ill.) public library

The strength of an institution, like the strength of an individual, depends largely upon the reserve force, available when necessary.

With a public library this is particularly true. The public library is not a charitable institution, but a business house established by the public for its own use and convenience, and that public library only can be really successful to the fullest extent of the term when it is conducted according to present-day business methods, the greatest care being taken to guard the weakest facts wherever they may exist.

When a library has but one book on a given subject, and a patron draws that book for home use, keeping it two weeks and renewing it at the expiration of that time, the library may be

said to be bankrupt, so far as that subject is concerned, until the book is returned to its place on the shelves.

This illustration holds true for each division of the library—officers, workers, property or equipment.

Every public library should be sustained by a harmonious board of directors, each one of whom is ready and willing to act promptly as occasion requires. Every library, however small, should have an efficient staff of workers composed of one or more librarians, with assistant and substitute librarians.

It has been said, given unlimited power, any human being will develop into a tyrant. If this be so, a public library is no place for tyrants, hence this class of persons should not be encouraged to flourish within its domain.

Be this as it may, with all the ills to which flesh is heir, added to the misfortunes which lie in wait for the most unsuspecting, such as an innocent orange peel on the crossing, an icy pavement, or a falling timber or wall, what naturally becomes of the public library, founded by the people and for the people, when it chances to be the librarian who falls a victim to one of these causes of misfortune. One answer alone tells the sad story, the library is bankrupt for want of its one helper.

Many persons hold the opinion that each public library should have a study class open to all who wish to learn modern library science, thus enabling the young people especially to use the library more intelligently, and giving them an opportunity to discover latent talent for library work which otherwise might remain dormant. This plan would also furnish workers for the library whenever extra work was undertaken or extra workers were needed.

In the Galena library, which I have the honor to represent, we have 5000v. and keep the library open from one o'clock at noon until half-past eight in the evening. We have five persons who can be called upon for library work whenever needed.

In the smaller towns the library tax

is not sufficient to warrant the payment of large salaries, hence oftentimes recourse must be had in selecting helpers from the leisure class, who are not entirely dependent upon their salaries, but who prefer to do something definite with their time rather than simply drift through life. It is very easy, therefore, to have any number of substitutes with a small expenditure of the library funds. But where so many are anxious to assist in the work of the library, the greatest care should be exercised in the selection of permanent helpers. Modern library methods demand skilled workers, persons with more than one idea, those who will keep abreast of the times, will be always up to date, and ready not only to accept new ideas, but to invent them whenever necessary. As the librarians are the connecting links between the library and the public, it is of vital importance that not only a great deal of reserve strength and force be bound up in the library staff, but that just the right kind of force and strength be available.

The salary of each member of the library staff should be as generous as the annual library appropriation of funds will allow. In cases of sickness or temporary inability to give the accustomed service the law governing the pay of the substitute librarian should be similar to that in force in our public schools. Each case of prolonged absence from work for whatever cause should be acted upon by the board in open meeting at the suggestion of the committee on salaries.

The members of the library staff should be so treated at all times as to enable them to do their very best for the library. They should be allowed a four weeks' vacation each year with salary, and all Sunday work should be given to the substitutes. The librarians should be given free reign to employ new methods in their work, should not be allowed to develop into machines nor bound down by custom. Substitutes should be willing to work without salary until thoroughly proficient in their work. In our Galena

library, when we need a new substitute we insert an advertisement in the daily papers for a week or ten days. The merits of each applicant are thoroughly weighed by the committee before any name is brought to the attention of the board.

The public library should be able to inspire the greatest confidence among its patrons, proving in every way possible its ability to aid in practical and scientific undertakings as well as in literary research. The mass of really useful information contained in the books issued by the government should be cataloged and unraveled, so that the true worth of these volumes would be better appreciated. The greatest care should be taken of pamphlets, especially those of local interest. It has been said that every book or pamphlet is of interest to some one or it never would have been written, and that any pamphlet which you would care to see in print 50 years hence should be carefully preserved.

The library should be able to supply the needs—yes, even the wants—of an exacting public. Therefore the books should be wisely selected according to the tastes of the community for whose use they are intended. The large demand for fiction is to be deeply deplored, but the causes and remedies are as various as the sands of the sea. A writer upon the subject of Public libraries in the January number of the *World's work* seems confident he or she has found the source of the trouble, for after giving the large fiction percentage in different libraries the writer says:

In some cases the law, but in all cases the administration, is responsible for these bad results.

I know of one library board and library staff which has worked hard and diligently to reduce the fiction percentage, but with results not worthy of mention. However, we have met with great success in many ways by having open shelves. We find the patrons are extending their knowledge of authors and subjects by browsing among the

shelves and tasting here and there of various styles and themes. As every community is interested in some special subject or line of work, diligent care should be exerted in leading the patrons from fiction along these paths, so that by degrees the class books will be more thoroughly studied.

Last, but by no means least, the ideal public library should be installed in its own building, planned and constructed from foundation to chimney according to the latest designs of library architecture and suited to the town in which it is situated. The building should contain large, well-lighted reading-rooms, stack-rooms accessible to all, children's rooms, special study class-rooms for the use of teachers and their special classes, rooms for Woman's clubs, a small hall for semiprivate lectures and concerts, a room for a local museum, i. e., for articles of value to the community, and perhaps a gymnasium for the boys. Thus it will be seen that the reserve force in a public library covers and extends to all the interests of the library, and that whatever will add strength or symmetry to any part of the institution should be carefully sought out and guarded.

In conclusion I think you will agree with me when I say that any public library thus equipped, with a board of directors interested in their work, an active, sympathetic, competent staff of librarians, an ever-increasing number of carefully selected volumes housed in a modern library building, this public library will stand like a beacon light shedding its beams into the darkest corners, and thus bringing happiness and cheer to the lowliest citizen in the most obscure part of the town or village in which the library is located.

Miss Wales doubted the advisability of having a gymnasium in the library. Her difficulty was in preventing the library being turned into a gymnasium by the boys.

Miss Felt: In planning our new building a gymnasium seemed to us a good means of getting and holding the boys. We certainly hope to have one.

Miss Moore: We did have one in the third story of our building, but it has been closed for the past few months because of the noise the boys made going up and down stairs. Perhaps in the basement of the building it might be different.

Miss Durham: I find it impracticable to have one. How did Miss Felt manage her training class?

Miss Felt: There is only one who comes in and studies with the librarian. She can be called upon when needed.

Miss Durham: I suppose you might make it a sort of Tom Sawyer affair.

Upon this Miss Felt told a story of a boy in her time whose duty it was to fill the woodbox and lead the horse to water, both of which he hated to do. So he told the other boys in the town that if they would fill the woodbox they might lead the horse to water.

Miss Durham said she had difficulty in getting the applicants to work for nothing.

Miss Felt told of an instance when their librarian, going to her morning's work, slipped and fell on an orange peel, spraining her ankle. At a meeting of the trustees they decided that because she was on her way to the library she was practically in the employ of the library, and therefore, being hurt while in the employ of the library, it was their duty as trustees not only to pay her salary, but to pay all her doctor's bills as well.

Miss Simpson asked if apprentice-help could be depended upon at the particular time it was wanted.

Miss Felt said they had no difficulty. The trained assistants often came and offered to stay and allow the librarian to go out.

Mr Willcox: What is the advisability of keeping in the reading-room Puck and Judge? Is it not wiser to give them something better? They are read chiefly by boys. We withdrew them at the Peoria public library. What is the opinion of the association?

Miss Clarke of Evanston agreed with



Mr Willcox, and stated that the order of the room is better and its influence on the boy's life better.

Miss Felt said that the directors of her library objected to it. The boy should be taught patriotism and respect for their legislators, which these magazines fail to inculcate.

Miss Parham of Bloomington said they took Puck and Life. She thought the children's room different from the grown-up room, and they failed to see the objectionable features in these two. Judge, she considered coarse.

Mrs Resor thought Puck not as objectionable as Judge. One of the directors of her library had grown up with Puck and would not know what to do without it.

Miss Wales: The cartoons convey a great deal of political history. Boys learn a great deal of the politics of the day from them. It seems to me the difficulty is that the printed matter can not be eliminated.

Miss Ahern: Why should a library have one paper and not the other? There is no essential difference in the quality. Both are strenuous—one republican and one democratic. A library that is public property should have both or neither.

Miss Parham of Bloomington said she had been dealing with Puck for several years and had not discovered its politics.

The board of the Oak Park library had considered the point and decided if they had one they ought to have both.

Mr Vandervoort, trustee of the Peoria public library, was not present to give the address for which he was down—The duty of the trustee to the library.

Mrs Evans, the A. L. A. representative for Illinois, made some announcements in regard to the meeting at Waukesha and a plea for Illinois librarians to attend.

Mr Faxon, secretary of the A. L. A., followed with some remarks on the advantages to be derived by attending the meeting of the A. L. A. He had just come from Waukesha and seemed much

pleased with the attractiveness of the hotel, which is large enough to accommodate all.

The rates will be \$2.25 for a double room and \$2.50 for a single room. As the meetings are all to be held in the hotel, there will be no difficulty in getting back and forth, as is sometimes experienced. He impressed the fact that this is to be a western meeting, and that it was the duty of the west to have as large an attendance as possible. He thought that next year it would be at the Atlantic coast, and in 1903 there was a possibility of going to California, and as the meeting this year is to be close at hand all should take advantage of it.

The post conference trip has not yet been decided on, but a trip down the Mississippi seems the most attractive at present.

Miss Ahern: I would like to announce that the National educational association meets this year at Detroit, in July. The sessions of the library section of this meeting have been set for July 11 and 12, so that the librarians can attend. As secretary I extend a cordial invitation to all teachers and librarians to be present at these meetings.

Miss Ahern, for the committee on nomination of officers for the ensuing year, then presented the following names: President, A. H. Hopkins, John Crerar library; first vice-president, Anna E. Felt, Galena public library; second vice-president, Mrs C. F. Kimball, Withers library, Bloomington; secretary, Eleanor Roper, John Crerar library; treasurer, Anna Hoover, Public library, Galesburg. Signed by the committee.

On motion the secretary was instructed to cast one ballot for these names, and they were declared elected.

Friday evening the members of the association and the people of Lincoln had the privilege of listening to the Rev. Jenkin Lloyd Jones of Chicago. Previous to his address, the committee on resolutions reported in substance as follows:

Resolved, That the Illinois state library association, for itself and in the name of the public libraries of our state, extends to Mr Carnegie grateful recognition and hearty thanks for an appreciation of the value of free public libraries, manifested by him in gifts unparalleled for munificence in the history of Illinois, and, taken with similar gifts to many libraries in other states, unparalleled in the history of the world; be it further

Resolved, That Mr Carnegie is hereby made an honorary member of the Illinois State library association.

Whereas, House bill no. 237, now before our Illinois state legislature, the object of which is "to create a state board of library commissioners, whose duty it shall be to provide traveling libraries for the rural districts of the state and to promote the efficiency of free public libraries," was unanimously approved by the Illinois State library association two years ago, and since then has been with like unanimity indorsed by the Illinois Federation of Women's clubs and also by the State teachers' association; now, therefore,

Resolved, That we, the Illinois State library association, in annual meeting assembled, do hereby reaffirm our sense of the urgent necessity for said bill, and once more recommend its passage by our state legislature, now in session in Springfield.

Whereas, The Illinois State library association has been benefited by PUBLIC LIBRARIES, and is thereby greatly indebted to that periodical;

Resolved, That we, the members of this association, hereby adopt PUBLIC LIBRARIES as the official organ of the Illinois State library association.

Resolved, That the thanks of the association are due and are hereby tendered to Rev. Jenkin Lloyd Jones for his scholarly and able address.

In his address on Francis Parkman, the great American story-teller, Mr Jones said that America was stronger in its historical writers than in other lines. He said the historian must be a democrat, of the people; that an aristocrat was apt to be unreliable in his ideas and opinion. He gave a short résumé of Parkman's life, telling how at an early age he expressed a desire to write the history of the Indians, and when quite young started out to the Rockies to live among them. While there he was overcome by sickness from which he never fully recovered. He went out a young, strong, healthy man, and returned broken. He used this as an illustration of the fact that trouble or discipline was necessary for

the tempering and strengthening of character. He showed how all through, in spite of his ill-health, he worked on, and for 50 years devoted himself to the work he had chosen.

Mr Jones thought culture, money, and leisure necessary for the production of such poetry as Browning's, and regretted that the rich men of the United States did not help genius more instead of pitying writers because of their inability to make money. He showed how France especially helped its destitute scholars, painters, students, etc., and used as an illustration Gene S. Millay. He told how Mr Gladstone had paid Matthew Arnold a handsome salary as inspector of schools that he might have more leisure for study and writing. He urged that the story of Abraham Lincoln be told and retold, that hope and encouragement might be given to the poor boy. He also urged that the story of Francis Parkman be told, that the sons of rich men might know that there was work for them too.

In closing, he made a few remarks in regard to the value of books in the education of youth. He said he had listened with pleasure to the resolutions that were passed, and he wished to make one caution in regard to the gifts of Andrew Carnegie, which was that buildings are not all that is necessary to make a good library. All towns should have libraries, not as a luxury but as a necessity, and 500 books, well chosen, can change the life in any community. He urged that books should be used and worn out, and he said, Woe unto that librarian who complains because a book is lost.

He was very much opposed to juvenile literature as juvenile literature, and said what we want is literature.

At the end he said he was so jealous of the democracy of Illinois as to want it to build its own buildings, and be responsible for its welfare.

In the name of the association, Pres. Willcox thanked Rev. Jones for his able and most interesting address, and the association then adjourned sine die.

ELEANOR ROPER, Sec'y.

### The New York University Library

The northern extremity of Manhattan island is a strip of land hardly a mile wide, lying between the Hudson river and the Harlem, which at this point are nearly parallel. On the east bank of the Harlem are the great rounded knolls of Fordham heights, from which you can see the two rivers, the blue intervale below Fort Washington and in the distance the granite walls of the Palisades.

On the very edge of one of these hills is the stately new library of the New York university. Surrounding it on the side toward the river is the still vacant colonnade of the Hall of fame, while to the south, and further back on the campus, are other buildings of the university group. The library, however, will continue to be the center of interest, architecturally, even when the entire plan is completed.

The building, which is classical Renaissance in style, was designed by Messrs. McKim, Mead & White, who have already to their credit so many distinguished successes in architecture of the more important sort. The proportions are very noble, and in entire harmony with the commanding character of the site. The outside walls are of Perth Amboy Roman brick, which gives a general tone of warm buff to the exterior. Combined with the brick are Medford granite and Indiana limestone.

The main entrance is from the east front. Opposite the door is the broad marble stairway leading to the reading-room, while other stairways to the right and left of the entrance go down to the auditorium. The only ornament to the fine main stairway are four huge bronze torches supporting electric globes.

These somewhat austere approaches make the warmth and color of the reading-room a surprise as well as a delight. In form it is circular, and open clear to the top of the dome, which is supported by 16 massive columns of green Conemara marble. The color of these columns has been made the keynote of the decorative work, which was done

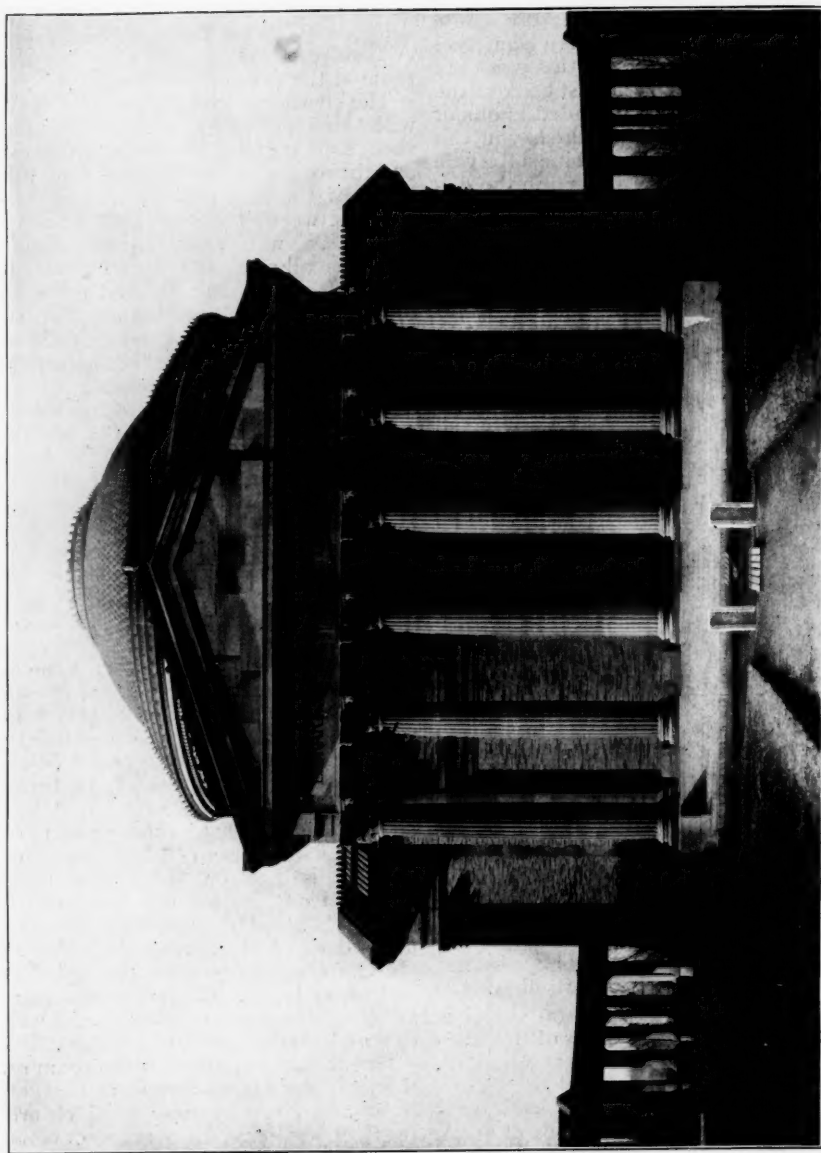
under the direction of Louis C. Tiffany of the Tiffany studios. The color scheme is green and gold, warmed by dashes of crimson in the stained glass. A band of glass mosaic encircles the room at the base of the dome.

The structural iron of the balconies, with the floors of hammered glass; the sheet steel partitions between the dome and the rooms beyond, also forming the backs of the cases; the protruding galleries between the columns, the balcony galleries, as well as the facias and cornices, are all made to enhance the ornamental features of this grand rotunda.

The exhibit of the government of the United States at the Paris exposition was enclosed in an ornamental facade, the work of the brains and factory of the Winslow Bros. Co. of Chicago. These same artists in ornamental iron, collaborating with the Library Bureau, have produced a home for thousands of volumes, and the beauty of the scheme, with fine workmanship, have produced just the effects sought by the architects, and the furniture leaves nothing to be desired in the way of convenience and comfort, being in the best and latest designs.

The main reading-room is a most attractive quarter. The wood is oak with a slight suggestion of green in the rather dark finish, to bring it into proper relation with the general color. The most striking feature of the furniture is the great circular reading table, large enough to seat a score or more of readers, with plenty of elbow room for all. Radiating from this central table are smaller tables for the less gregarious, while at intervals around the sides of the room and between the columns are the special cases for rare volumes and heavy folios. The large arm-chairs are very roomy and comfortable, as well as simple and excellent in design.

Opening out of the reading-room on the main floor level and from the galleries are 18 seminar rooms, which are, in effect, smaller reading-rooms devoted to special departments of university work. This plan enables an instructor to give his students valuable assistance



The New York University library.

in their library work without disturbing in any way the ordinary routine of the library. Adjoining each seminar room are the stack rooms belonging to its subject, so arranged above and around it that there is no waste of space, while perfect convenience of access is assured.

Library Bureau steel stacks are used throughout the building. The capacity of the shelving already installed is 250,000v., which will meet the needs of the library for many years to come. A noticeable feature of the stack plan is the utilization of the entire circular wall of the main reading-room for the storage of books. Even the doors leading to the stack rooms are themselves book-stacks, balanced, opening upon an axis, so that the effect is that of an unbroken wall of books from the floor to the base of the dome. Much of the warmth and cheerfulness of this room, which has already been commented upon, is due to this arrangement.

Around the base of the dome is shelving for many thousands of volumes,

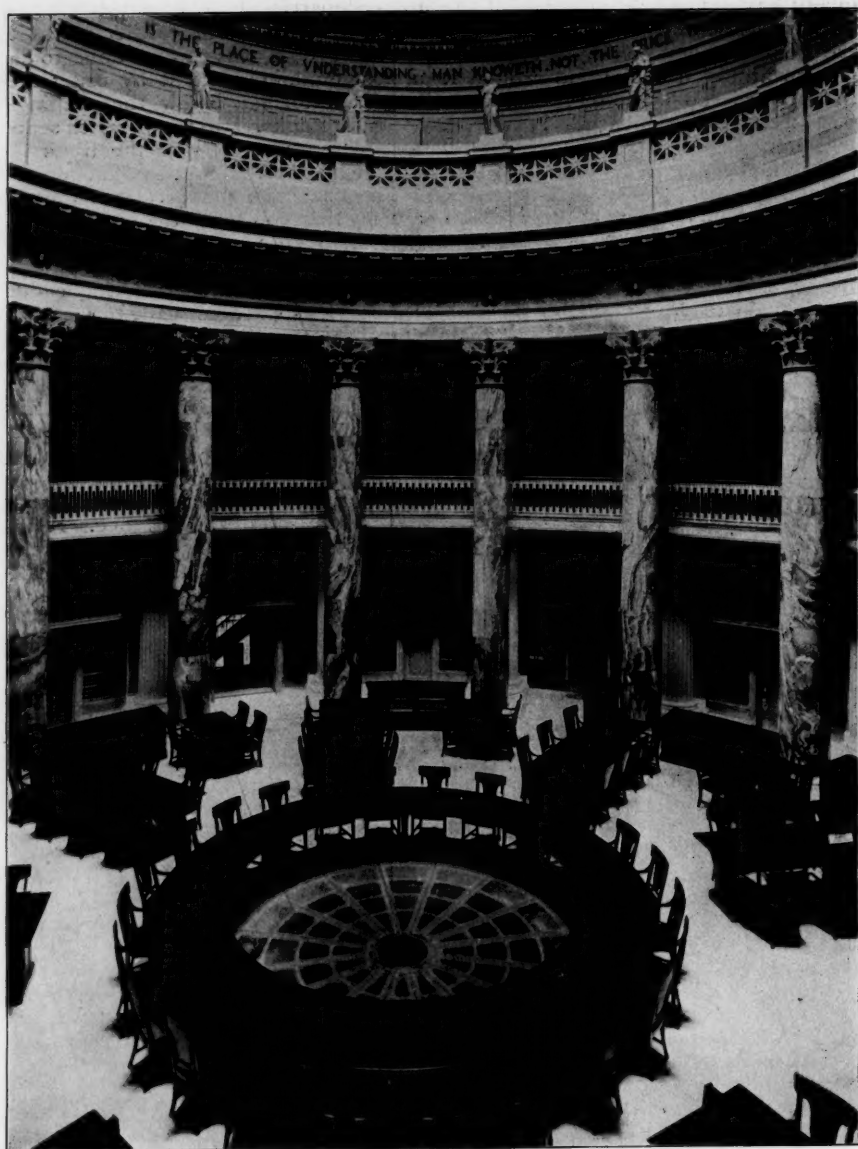
space which has not yet been assigned to any department. In case it should become desirable to still further increase the shelf room, this can be done to an almost unlimited extent by using the large auditorium below the reading-room for stacks. This room, which seats 1500 persons, would give the library a total capacity of about 1,000,000v.

The executive offices of the library are no less complete than the public rooms. To the left of the main stairs leading from the entrance to the reading-room is the office of Chancellor Henry M. McCracken, while to the right is the office of Belle Corwin, the librarian. The first of these offices is furnished in red mahogany, the second in white mahogany. Over the librarian's room and the entrance are the two cataloging rooms. The card catalog cases are in the main reading-room to the right of the entrance; the distributing desk to the left of the entrance. It has telephone connections with the various seminar rooms and with the other work-

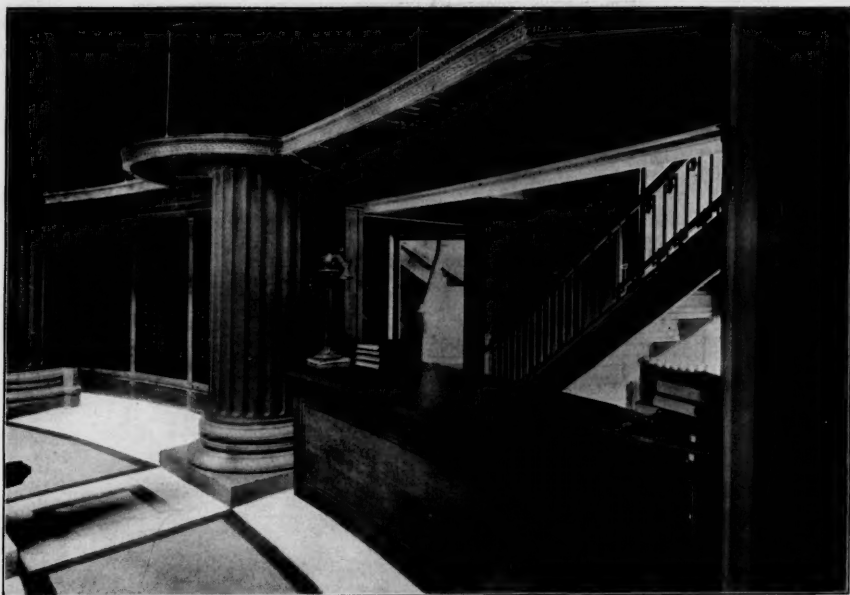


A view of the balcony.





Main reading-room



Delivery desk.

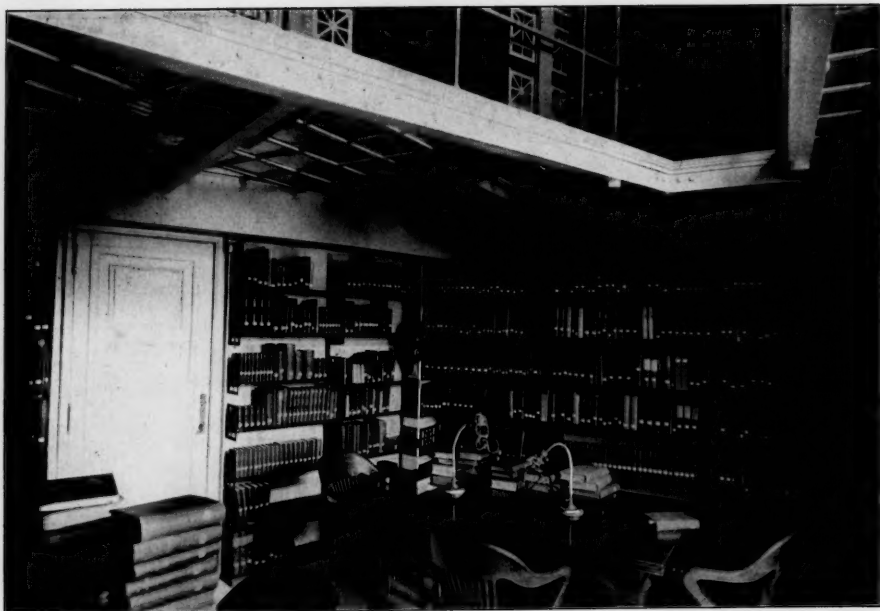
ing parts of the building. Periodical and newspaper reading-rooms are on the gallery floor. The building also contains the offices of the registrar of the university and the faculty secretaries.

The Hall of fame, which is in a way an accessory of this beautiful library building, has received wider notice in the public prints than the library itself. It is a colonnade about 506 feet long and almost semi-circular in shape, and built of Indiana limestone. The roof is of Spanish tile of a deep, rich red. The floor is of Harvard brick laid and finished in a way that brings out their beautiful red color. Into this floor panels of red marble to match the brick have been set with bronze letters sunk into them, marking the various divisions of the names of America's greatest men. The colonnade will be used exclusively as a repository of the names and statues of eminent Americans. On the walls

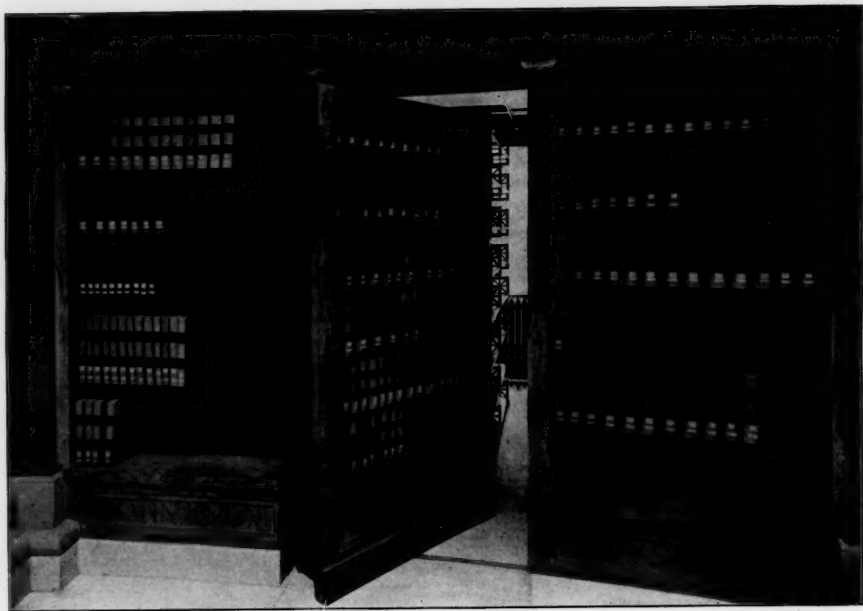
will be placed 150 panels, each about 2x8 feet, for inscriptions.

The statue, bust, or portrait of any person whose name is inscribed may be given a place either in the Hall of fame or in the museum below. This museum, consisting of a corridor and six large rooms splendidly lighted, is finally to be devoted wholly to mementos of the great Americans whose names are inscribed in the colonnade above. The selection of names does not rest with the university, but with a competent board of judges chosen from all portions of the country. Temporarily the museum of the Hall of fame is utilized as a museum for some of the departments of the university. From this museum a network of passageways connects with the halls of languages and philosophy.

The building of this library has been attended with special advantages from the technical as well as from the archi-



Seminar room.



An entrance to the stack room.



Reading-room table.

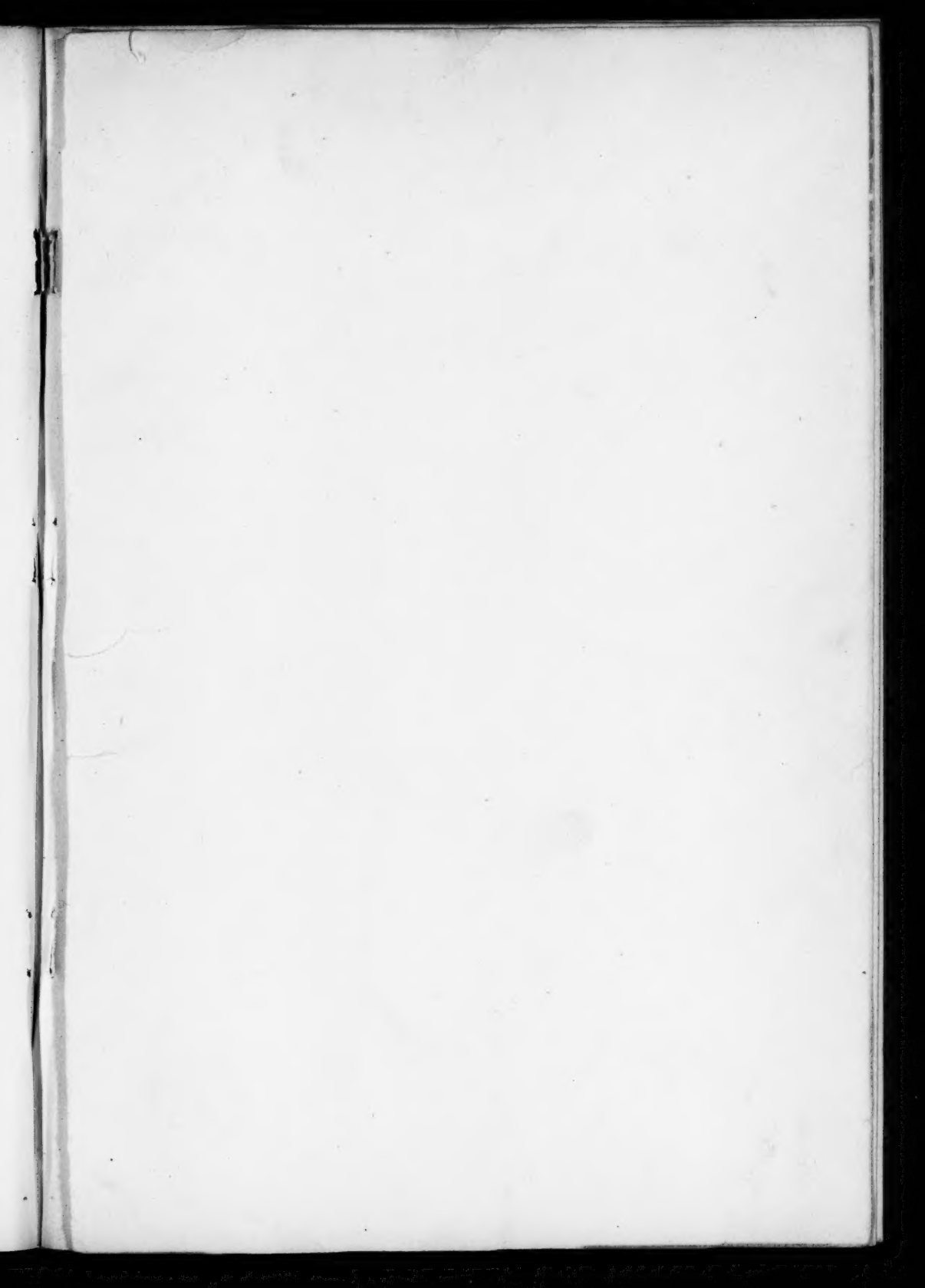


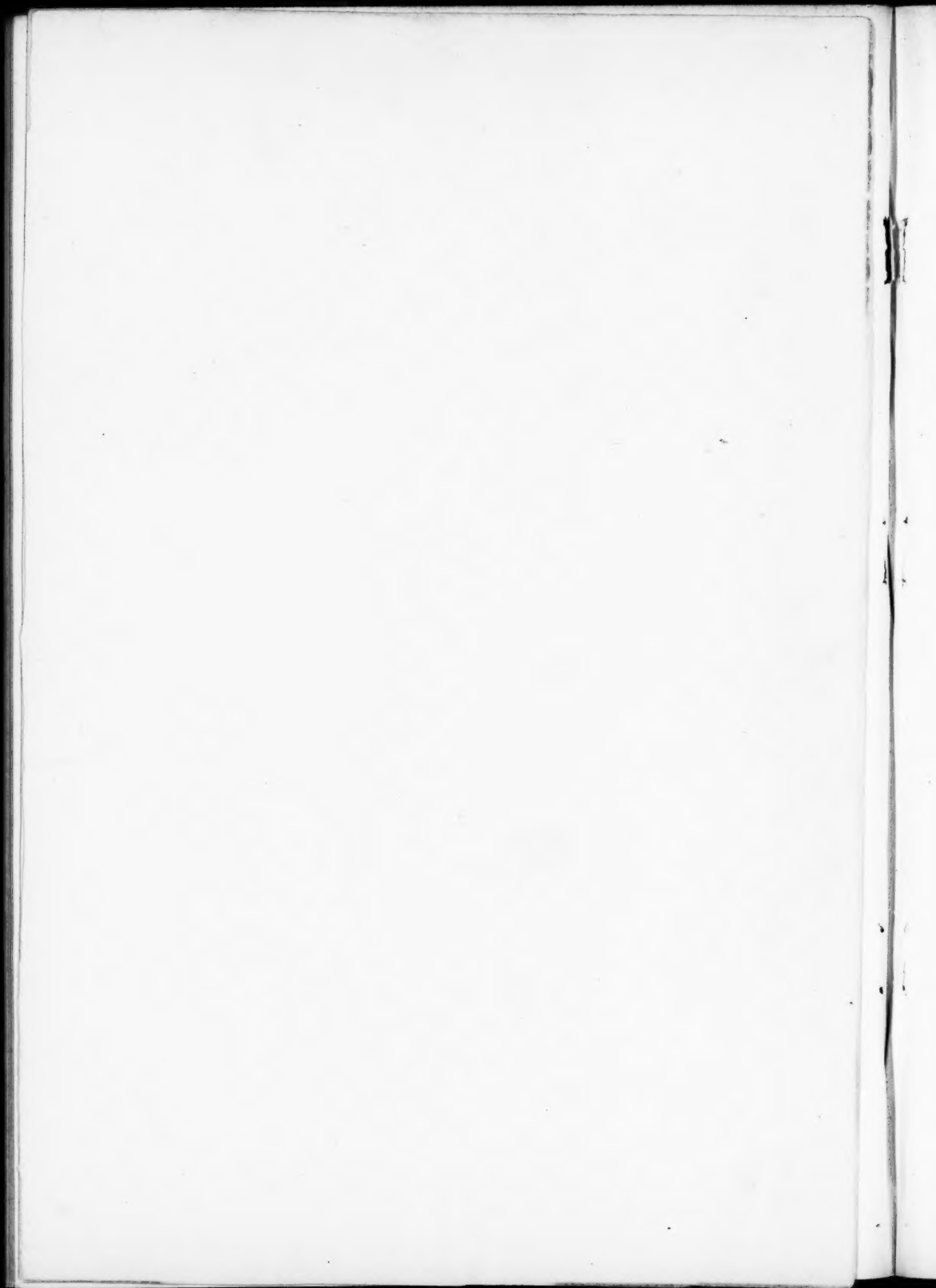
Reading table and art cases.



Library building and Hall of Fame.







tectural side. As chairman of the building committee Chancellor McCracken gave three years of his time to overseeing the plans and ensuring the perfect adaptation of the library building to the needs of the university, while Stanford White, who is an alumnus of the university, with the able assistance of his painstaking colleague, W. D. Crow, has given close personal supervision to every part of the work. All has been made possible by the magnificent generosity of that splendid woman, Helen Gould.

### American Library Association

#### Outline of Waukesha Program, 1901

##### Wednesday, July 3, arrival date

**Evening, 8.30-10.00:** Introductory session; Address of welcome and response.

##### Thursday, July 4

**Morning, 9.00-12.00:** Meeting of council; 12.30, Council's annual breakfast.

**Afternoon, 2.30-6.00:** Reunions of library associations (sectional, state, and local).

**Evening, 8.00-10.00:** Public meeting; President's address. Papers--What may be done for libraries: 1) By the city; 2) By the state; 3) By the nation.

##### Friday, July 5

**Morning, 10.00-12.30:** General session. Reports of officers, committees, etc.; Miscellaneous business.

**Afternoon, 2.00-5.30:** Simultaneous meetings. State librarians' association, first session; Children's librarians' section, first session.

**Evening, 8.00-10.00:** Simultaneous meetings. State Librarians' association, second session; Reunions of Library schools' alumni.

##### Saturday, July 6

**Morning, 10.00-12.30:** General session; Reports; Miscellaneous business; Special papers, etc.

**Afternoon, 2.00-5.30:** Simultaneous meetings. Trustees' section; College and Reference library section; Children's librarian's section, second session.

**Evening, 7.30-8.30:** Committee meetings; 8.30, Program in charge of committee on entertainment.

##### Sunday, July 7

No sessions.\*

\*Milwaukee is one hour by electric cars from Waukesha, and those in attendance will find much of interest there, especially at the new public library building. This is open daily, but on Sundays from 2.5 p. m. only.  
—Madison.—Those desiring to have more than one day in Madison may desire to go there Saturday night and stay over till Monday, returning with the party to Waukesha.

### Monday, July 8, Madison day

**Morning:** Early breakfast, and start for Madison by train.

**Afternoon:** At Madison. Papers--a) From the readers' point of view; b) European and American library characteristics.

**Evening:** At Waukesha, informal social.

### Tuesday, July 9

**Morning, 10.00-12.30:** General session. Papers. Book copyright; Book importation; Trusteeship of literature; Relation of publishers, booksellers, and librarians.

**Afternoon, 2.00-5.30:** Simultaneous meetings. Round table; The work of State library commissions, including Traveling libraries; Catalog section.

**Evening, 7.30:** Council meeting; a) 8.00-8.30, b) 8.30-9.00, c) 9.00-9.30—Elementary institute.

### Wednesday, July 10

**Morning, 10.00-12.30:** Simultaneous meetings. Round tables, a) the work of State Libraries' associations and Women's clubs in advancing library interests; b) Professional instruction in bibliography.

**Evening:** Leave Waukesha for, a) Library inspection tour; b) N. E. A. Library department sessions at Detroit.

### Thursday, July 11, at Detroit

Library department National educational association.

First session at 3 p. m.

### Friday, July 12

Second session N. E. A. department.

### Tuesday, July 16, at Waukesha

Final adjournment.

The committee on library schools was filled, and now consists of J. C. Dana, E. G. Browning, E. C. Doren, W. H. Brett, and Dr E. C. Richardson.

The membership of the A. L. A. in good standing is 1027.

F. W. FAXON, Sec'y.

I have great pleasure in believing that the custom of giving away money during their lifetime (and there is nothing harder for most men to part with, except prejudice) is more common with Americans than with any other people. It is a still greater pleasure to see that the favorite direction of their beneficence is toward the founding of colleges and libraries. My observation has led me to believe that there is no country in which wealth is so sensible of its obligations as our own.—J. R. Lowell.

### News from the Field

#### East

L. V. Wakely has given \$5000 to the public library of Southington, Conn.

The age limit in the New Bedford (Mass.) public library has been lowered from 14 to 12 years.

It is expected now that the mural paintings of the Boston public library will all be in place by the end of the year.

Amherst college library will conduct a summer school of library economy, under the direction of W. I. Fletcher, July 15-August 16, 1901.

The Salem (Mass.) public library reports that last year fiction included 77.6 per cent of the circulation, the smallest percentage in the history of the library.

Elizabeth Avery, for several years librarian of the Lancaster (Mass.) public library, has resigned her position and will fit herself to enter the library school next fall.

Harriet A. Adams, for 20 years librarian of Somerville (Mass.) public library previous to 1893, died March 20, at her home in Somerville, at the age of 70 years.

Worcester (Mass.) public library has started a system of popular lectures at the library on topics of present interest, and in connection therewith display the resources of the library on the subject.

Robert C. Ingraham, librarian of the public library of New Bedford, Mass., since its establishment in 1852, died March 3, after a short illness, of typhoid pneumonia. He was 74 years of age.

Col. E. H. Gilman, chairman of the New Hampshire library commission, died March 18 at his home in Exeter, N. H. Col. Gilman did much for the free libraries of New Hampshire.

H. H. Rogers, of Fairhaven, Mass., has presented the waterworks of the town, valued at \$125,000, to the Milliscent library. This will insure to the library an income of \$5000 a year. This library was founded and endowed with

\$100,000 previously, as a memorial to the daughter of Mr Rogers.

The annual report of the Massachusetts library commission contains interesting information.

There are 270 cities and towns which have libraries owned and controlled by the town and free for circulation to all the people; there are 36 towns in which the libraries are free, but in which the town as such is only partially in control of the management; in 27 other towns the libraries are free, the town appropriates money for their support but is represented in the management; in 14 towns there are free public libraries which have no connection with the town, being maintained privately, and there are two towns which enjoy the free use of public libraries in neighboring places.

There are now only four towns in the entire state without free public libraries. These are Gay Head, Lakeville, New Marlboro and Norwell, and the total population of the four is less than 4000. There are association libraries in two of these places.

#### Central Atlantic

Frank P. Hill, librarian of Newark, N. J., has been elected librarian of the Brooklyn public library.

Congress failed to make an appropriation for keeping open the Congressional library on Sunday.

The Drexel institute library school will hold its entrance examinations hereafter in June instead of September.

George F. Bowerman, B. L. S., New York '95, has been appointed librarian of the Wilmington (Del.) institute free library.

Wealthy New Yorkers have up to date contributed 17 of the sites necessary for the Carnegie branches of the public library.

The normal school at New Paltz, Ulster Co., N. Y., will have a course in library economy added to its curriculum hereafter.

Andrew Carnegie, the patron saint of library boards, has gone to Europe to remain for seven months. He has given up his home at Fifty-first st., New York.

The number of applications for positions on file in the Congressional library is 1149. There are 230 positions all told in the library, and no vacancies at present.

The library is now having all its printing and binding done in the main building. A complete printing and binding establishment, upon a small scale, has been established by the government printing office in the library building, in charge of skilled employes and a competent foreman from the main office. The most approved machinery, run by electric power, has been installed.

#### Central

The Cleveland public library moved into its temporary new quarters last month.

Merica Hoagland has been appointed State organizer by the Indiana library commission.

Kansas City (Kan.) public library will receive about \$6000 by the will of the late Mrs Sarah Richart.

W. H. and J. H. Moore of Chicago, have given \$30,000 to the village of Greene, N. Y., for a public library.

Pres. Jas. K. Patterson, of State college, Lexington, has set aside \$50,000 of his estate for a library at the college.

The Ladies' library association of Ann Arbor, Mich., received \$3000 by the will of the late Mrs L. M. Palmer of that city.

Martin A. Ryerson of Chicago has given \$150,000 to Grand Rapids for the erection and furnishing of a public library building.

The report of the Newberry library of Chicago states that 4060v. and 1207 pamphlets were added last year. 126,612v. were consulted.

Mrs C. T. Gassett has given \$10,000 for

the library building to Albion (Mich.) college, as a memorial to her daughter, Lottie T. Gassett.

Four wealthy St Louis men have given \$400,000 to lift the incumbrance on the block to be used for the new Carnegie library.

The public library of Grand Haven, Mich., was totally destroyed by fire March 5. The loss is about \$100,000, with \$45,000 insurance.

Dodge library of Dixon, Ill., was presented with a valuable and extensive collection of books on the various departments of art by George C. Loveland.

Bertha Marx, N. Y. '98-'99, has been appointed librarian of the Sheboygan (Wis.) library, in place of Bertha E. Rambauer, resigned, and will begin her duties April 1.

Thomas H. Williams, who was the first librarian of the public library of Minneapolis, and who served for 20 years, until 1880, without pay, died in that city March 16, at the age of 87.

C. H. Hackley, of Muskegon, Mich., has given \$25,000 more to the Hackley library in that city to enlarge its present quarters. The library has already received \$125,000 from Mr Hackley.

A society has been organized in Cincinnati, made up of prominent people, to support and forward the new movement of the public library of that city in fitting up a department for the blind in the library.

The St Paul (Minn.) public library will open another reading-room, the present quarters proving inadequate. The new room will be set aside for men, and the present reading-room will be given up to women.

A most interesting library of 300v., contributed by famous people all over the world, with the autographs of most of these people, has been put in the rest rooms of the employes of the Cleveland Hardware Co.

Cleveland public library gave extraordinary privileges to its borrowers to



compensate for the closing of the library during the change into new quarters. Adults were allowed to draw five books and teachers seven books on their cards.

The John Crerar library of Chicago is making an effort to secure a site on the lake front for their new building. As the lake front has been set aside for the use of the public, it required action by the city council and the state legislature. Both reported favorably on the proposition.

The Cincinnati public library has opened a department and fitted a room for the blind. The library has had a gift of 500v. in raised type, and these will be put in circulation at once. Voluntary readings by seeing people are given twice a week.

The Cincinnati public library has placed in each of the 36 engine houses of the city a library of 20v. The cases containing the books will move at intervals from one engine house to another. There are six sets of books arranged in six circuits, the whole Firemen's library thus containing 120 different books.

Henry Raab, well known in educational circles in Illinois, died at his home in Belleville, Ill., March 18. Mr Raab was librarian of the St Clair county library from 1860 to 1883, when the city assumed charge, making it the Belleville public library. Mr Raab was elected to the first board of directors, a position which he held till his death.

#### West

A traveling library bill has been signed by the governor of Idaho.

Leadville, Col., has levied a tax of one mill for the support of a public library.

The reading-rooms of the public library of Salt Lake City, Utah, will be open hereafter on Sunday afternoon from one to six o'clock.

#### South

A public library has been opened at Norwood, Ga.

Mrs K. C. Gardner, of Yazoo City, Miss., gave \$1000 to the public library of that town.

Mr Carnegie has given \$20,000 more to the Carnegie library of Atlanta, Ga., thus making his gift up to date \$145,000.

Mrs Collis P. Huntington is to erect for Hampton institute, Hampton, Va., a new library building as a memorial to her late husband, who was a trustee of the school.

Mrs Christian Schwartz, a wealthy widow of Natchez, Miss., has donated a \$3000 lot and will erect a \$10,000 building thereon for the Fisk library association of Natchez. She will also give a \$25,000 endowment provided the association will raise \$10,000. \$5000 of this sum is now on hand.

#### Canada

A meeting for completing the organization of a library association will be held in Toronto, April 8 and 9. It is proposed to name the organization the Ontario library association. James Bain of Toronto is president, and E. A. Hardy of Lindsay is secretary.

**Wanted**—Position as bookbinder to a public library; would devote all or part time. Have had long experience in library and school work. References. Correspondence invited. Address with full particulars, Binder, care PUBLIC LIBRARIES.

She was asked whether an edition of L'Aiglon had yet been secured for the library. What is it, she asked, is it a novel? How does the spelling begin—Leg—? She got no farther, for the inquirer was not disposed to inform her of the importance of the Rostand play, the fact that English editions had already been put out, which a library might be expected to have, and that the play had been dignified by a Weber & Field's burlesque spelt according to the notion the erudite attendant had of the orthography of the original.

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& Co., N. Y.) 1901. \$2 net.
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F. Mansfield & Co., N. Y.) \$1.  
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chanting child-woman, Miranda, whose spell is  
everywhere felt, and who will live long in remem-  
brance."  
—*Richard Henry Stoddard.*
- F **McCutcheon, George Barr.** Graustark.  
M13 The story of a love behind a throne. D.  
cl. (H. S. Stone & Co., Chicago.) 1901.
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- 822.8 **Shaw, George Bernard.** Three plays  
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This volume includes The devil's dis-  
ciple, to which Richard Mansfield has  
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—*Christian Nation.*
- F **Kingsley, Charles.** Novels, poems and  
K61 life; introductions by the poet's son.  
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THE LIBRARY DEPARTMENT

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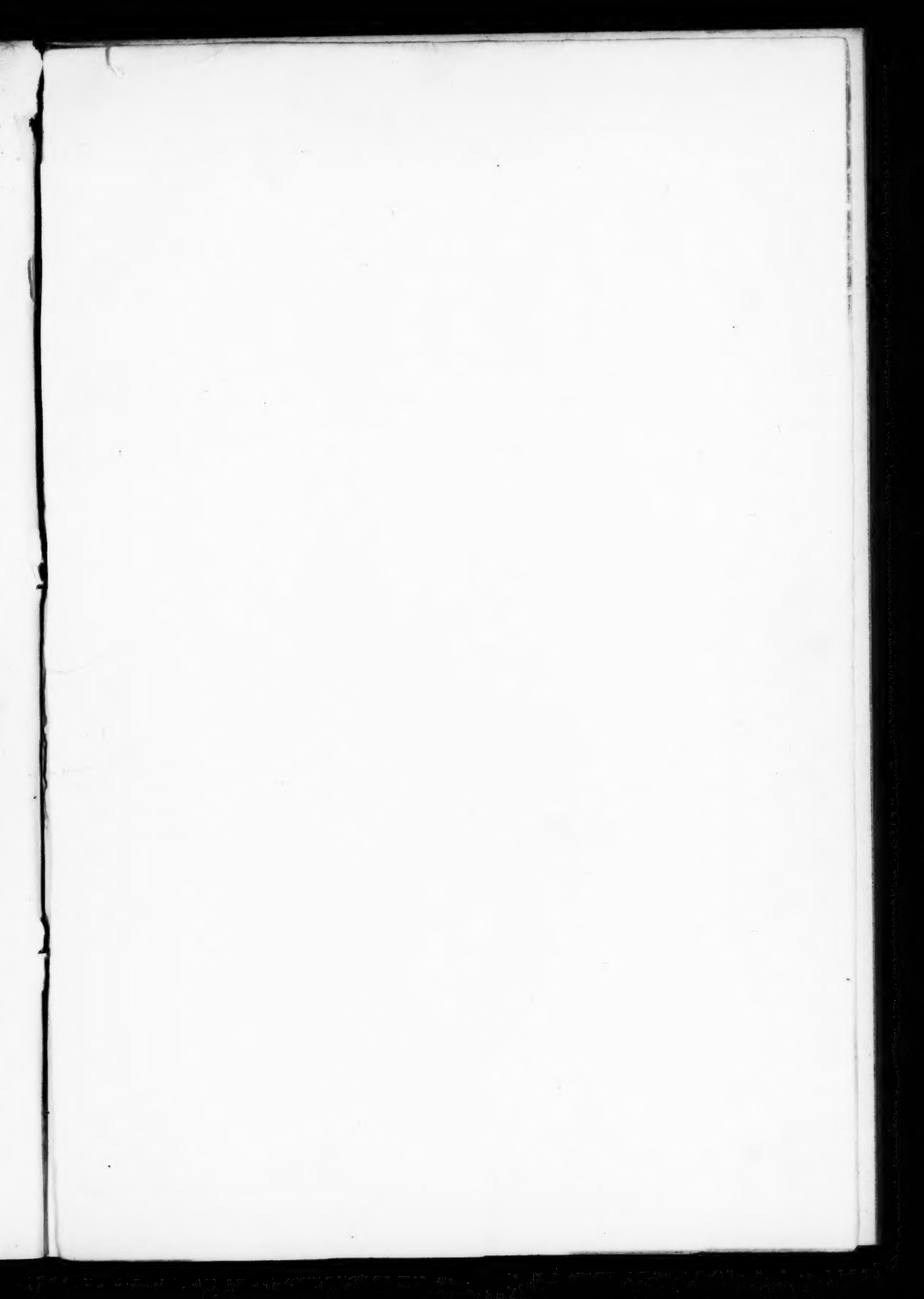
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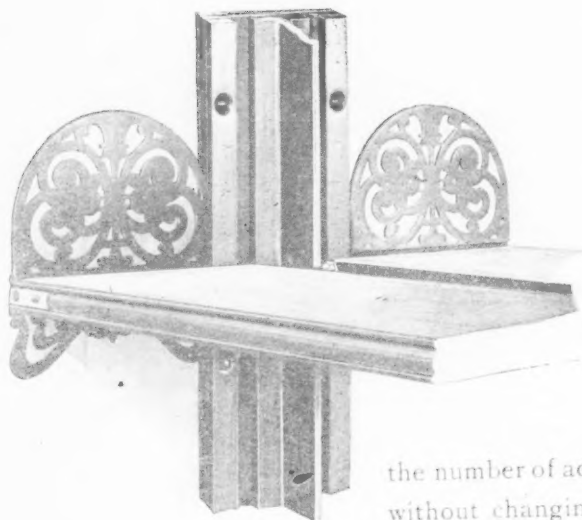
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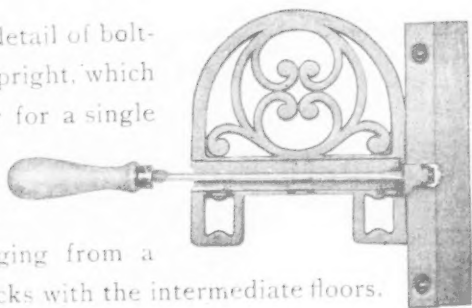
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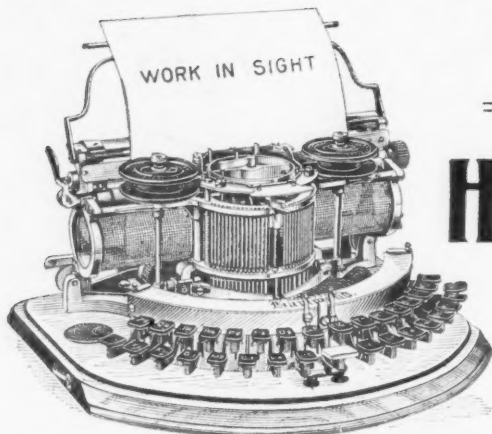
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